

THE CATHOLIC SCHOOL Journal

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Audio Visual Aids

This is the annual Audio-Visual number of your JOURNAL. Several of the leading articles concern phases of audio-visual aids in teaching and Dr. Vander Beke, our audio-visual consultant, has prepared for this and the June issue an excellent list of new films for the classroom.

The Month of May

Our Lady's Peace Plans is a choral dramatization suitable for a commencement program and there is a new piece of music entitled *Mary Immaculate*. There are two important articles to aid the teacher of the First Communion class and other helps for our Lady's month.

Summer School

We asked the Catholic colleges for announcements of their summer courses in education. Four pages of Special Education Courses begin on page 168.

The Advertisements

The advertisements are a valuable source of information on outstanding new equipment which a modern school needs. This month you will find more than the usual number of descriptions of projectors, recorders, record players, and various audio-visual aids—in addition to books, furniture, commercial education equipment, building material, and various types of supplies.

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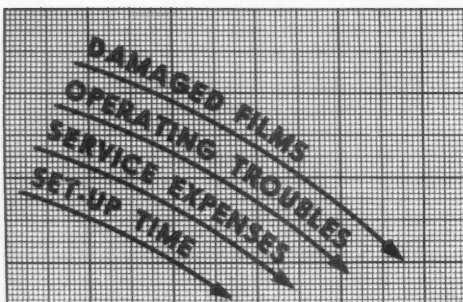
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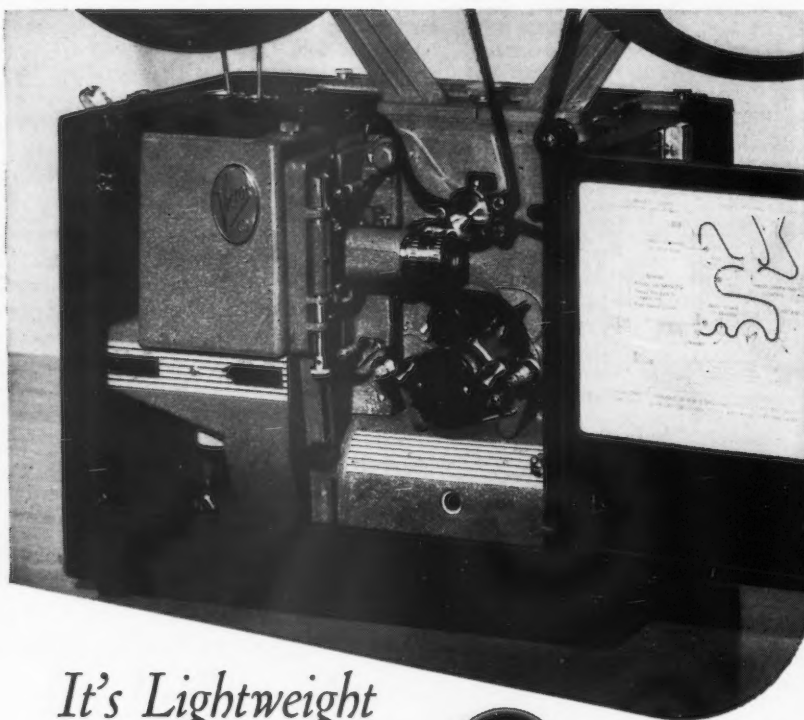
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Some 1954 Educational Films

LIST OF SOURCES

Audio-Visual Center — Indiana University, Bloomington, Ind.

Children's Special Service Mission — 5 Wigmore Street, London

Coronet Instructional Films — Coronet Building, Chicago, Ill.

Dudley Pictures Corporation — 9908 Santa Monica Blvd., Beverly Hills, Calif.

Educational Developmental Laboratories, Inc. — 33 Sunset Lane, Levittown, N. Y.

Educational Projections, Inc. — 10 East 40th St., New York 16, N. Y.

E. I. DuPont de Nemours and Company — Wilmington 98, Del.

Encyclopaedia Britannica Films, Inc. — 1150 Wilmette Ave., Wilmette, Ill.

General Motors Corporation, Chevrolet Motor Division — 3044 West Grand Blvd., Detroit, Mich.

William P. Gottlieb Co. — Released by Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.

Hoover Company — North Canton, Ohio

International Film Bureau, Inc. — 57 East Jackson Blvd., Chicago 4, Ill.

International Tele-Film Productions, Inc. — 331 Madison Ave., New York, N. Y.

Jam Handy Organization, Inc. — 2821 East Grand Blvd., Detroit 11, Mich.

Life — Chicago, Ill.

McGraw-Hill Book Company, Inc. — 330 West 42nd St., New York 36, N. Y.

Mariji Calvillo — 774 West Oakridge, Ferndale, Mich.

Maude Linstrom Frandsen — 1390 Dayton St., Aurora, Colo.

Maxwell Milton Desser — 424 Madison Ave., New York 17, N. Y.

New York Times Company — 229 West 43rd St., New York 36, N. Y.

Popular Science Publishing Company, Inc. — 353 — 4th Ave., New York 10, N. Y.

Queen's Work — 3115 South Grand Blvd., St. Louis 18, Mo.

Rand McNally and Company — 8255 North Central Park, Skokie, Ill.

George E.

Vander Beke, Ph.D.

Editorial Consultant for Audio-Visual Aids

The films listed herewith are a selection of movies and filmstrips issued during 1954. The sources used are producers' catalogues and "Motion Pictures and Filmstrips" issued by the Copyright Office of the Library of Congress, Washington, D. C.

The titles are arranged alphabetically.

RKO-Pathé, Inc. — 625 Madison Ave., New York, N. Y.

Time, Inc. March of Time (Division) — Time-Life Bldg., New York, N. Y.

Twentieth Century-Fox Film Corporation — 444 West 56th St., New York, N. Y.

Viking Pictures Corporation — 1415 Howard St., Chicago, Ill.

Yale University Press Film Service, Inc. — New Haven, Conn.

Young America Films, Inc. — 18 East 41st St., New York 17, N. Y.

Zenith Radio Corporation. Hearing Aid Division — Chicago, Ill.

LIST OF FILMS

Aids in Writing and Reading

Maxwell Desser. Released by Young America Films. (Filmstrip) 59 frames, color, 35mm.

Almanacs and Yearbooks

Maxwell Desser. Released by Young America Films. (Filmstrip) 42 frames, color, 35mm.

America Is Discovered

Young America Films. (Filmstrip) 44 frames, color, 35mm.

American Literature: Colonial Times

Coronet Instructional Films. 10 min., sound, black and white, 16mm.

American Literature: Early National Period

Coronet Instructional Films. 10 min., sound, black and white, 16mm.

American Literature: The Realists

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

American Literature: Revolutionary Times

Coronet Instructional Films. 10 min., sound, black and white, 16mm.

American Patriots

William P. Gottlieb Co. Released by Encyclopaedia Britannica Films. (Filmstrip) 6 filmstrips, color, 35mm.

America's Stake in Asia

New York Times. (Filmstrip) 57 frames, black and white, 35mm.

Ancient Baalbek and Palmyra

Encyclopaedia Britannica Films. 10 min., sound, color, 16mm.

Ancient Petra

Encyclopaedia Britannica Films. 10 min., sound, color, 16mm.

Archimedes' Principle

Encyclopaedia Britannica Films. 6 min., sound, black and white, 16mm.

The Arctic

Life. Made by Colortech Films. (Filmstrip) 65 frames, black and white, 35mm.

Arts and Crafts

Encyclopaedia Britannica Films. (Filmstrip) 5 filmstrips, color, 35mm.

Attracting Birds in Winter

International Film Bureau. Made by Crawley Films. 6 min., sound, color, 16mm.

The Atom and Biological Science

Encyclopaedia Britannica Films. 12 min., sound, black and white, 16mm.

Autumn

John Kieran's Kaleidoscope. *International Tele-Film Productions.* Released by United Artist Television Corp. 11 min., sound, black and white, 16mm.

Beethoven and His Music

Coronet Instructional Films. 13 min., sound, black and white, 16mm.

Before the White Man

Young America Films. (Filmstrip) 43 frames, color, 35mm.

Belonging to the Group

Encyclopaedia Britannica Films. 16 min., sound, black and white, 16mm.

Birds of the Countryside

Coronet Instructional Films. 10 min., sound, black and white, 16mm.

Birds of the Dooryard

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

(Continued on page 178)

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Audio-Visual Aids in Junior and Senior High Schools

Do you scoff at the filmstrip? Are you a member of the group who plead for a return to the traditional classroom without these frills?

We learn the nature of the material things about us and acquire the names to use when referring to objects and their qualities. Since much of our imagery is of the visual type, teachers should study particularly the place and function of visual aids in teaching. The real point of importance is that all sensory experiences—visual, auditory, gustatory, olfactory, tactile, kinesthetic, and organic—important to the desired concepts, should be supplied.

New things are interpreted in terms of past experience. In experiencing new things firsthand, we interpret only to the limit of meanings or concepts we have attained from past experience, and imagery plays an important part in their meaningfulness.

Students Must Visualize

No verbal description will equal the effectiveness of good pictures as a means of visualizing. Moving pictures are still more effective. Numerous experiments in the use of certain types of visual aids show that, on the whole, their use insures more effective learning and more permanent retention than does verbal instruction. These experiments have been mainly with the use of films, slides, and opaque projections. Much depends upon the nature of the instruction to be given and the character of the pupil's previous experience in relation to what is being taught. Pupils

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St. Joseph Convent
Portland 5, Me.

with a good background of experience may learn without visual aids; they supply the imagery from their past experience. It is noted, too, that pupils of high I.Q. use visual aids much more rapidly and effectively than the slow learner. For this reason they may seem to need them less, whereas these aids may be just as essential to their learning as to the learning of the slower pupils. It is safe to conclude that in all these matters the effectiveness of visual devices will depend upon the way they are used.

A good teacher will make use of concrete material in getting an understanding of abstract relationships. This is especially true in the study of geometry where we are concerned with spatial relationships. The concrete gives form to the concepts. The mind seeks the abstract spatial relationships by studying the relationship of parts. Imagery of spatial relationships plays a very important part in such learning. Arthur Schultze says:

... The function of the model is to help the student to an understanding of solid figures in general, and to make clear to him difficult drawings which otherwise he would not understand. The model should not be used to supplant the drawing. As soon as the student understands the drawings, the models should be discarded or reserved for only the most difficult cases.

Use Discrimination

The fact that visual aids are used is no guarantee that learning will be improved. In the first place, some things cannot be presented visually and not all things need be. The indiscriminate use of visual material may result in much waste of time. The point is that visual material must be selected to fulfill a real teaching need. The teacher must study the needs of his pupils relative to each teaching situation to see what visual aids will likely be of value.

Visual aids are not equally effective in a given learning situation. In a biology classroom for example, a demonstration in which the teacher handles the specimens and apparatus would be far superior to films or pictures covering the same ground. On the other hand, films showing the growth and movements of plants on a time-reducing scale gives an idea of what actually happens in a plant, that cannot be shown visually in any other way. Sound motion pictures now fill a real place in the classroom. The danger lies in emphasizing the entertainment feature instead of study. Films must be handled with careful technique or their use will not compensate for the extra instructional cost.

An Aid to Thinking

Another danger in the use of visual aids lies in the failure to use the visual material as an *aid to thinking*. They do not replace thinking. Pupils may observe but they need to be stimulated to think about the relationships under

observation. Important values, and cause-and-effect relationships will escape the pupil unless his thinking is directed.

Visual and auditory material should be used to aid in establishing imagery of particular objects, places, persons, and events related to topics or problems being studied. The use of any visual aid should have a very definite purpose. Pupils should be able to use these classroom aids intelligently, and for this reason it is necessary to teach them to use certain types of illustrative material. They must know what they are to observe and how to interpret it. This applies particularly to the interpretation of charts, maps, diagrams, tables, and graphs.

Use the Blackboard

The use of the blackboard is one of the most important devices available as a visual aid in teaching. Among the most important uses to which the blackboard may be put is teaching pupils how to do certain kinds of work and how to improve their work through experience. For example, in learning how to outline, the blackboard is much better than a textbook for illustrating the form and arrangement of the divisions of an outline, because the outline can be developed step by step thus showing the significant relationship between main divisions and subordinate points.

In some schools where blackboard space permits, panels may be reserved for somewhat permanent types of work. A panel may be devoted to map work where it is desirable to develop a map during the unit. A blackboard panel for pupil records of progress is helpful because records can be easily changed as the scores change.

In using objects, specimens, and models, pupils need to handle them as well as see them. This is especially true in the study of biology. When illustrative material is of sufficient size for all the class to see readily the lecture-demonstration method should be used. In using models, the teacher should be careful to point out the discrepancies between the model and the real object.

Limitations of Field Trips

The field or observation trip has value in education but it also has serious limitations as well as disadvantages to the average school. Any trip that takes more than one class period — and most worth-while trips will — requires an adjustment of class schedules that makes

PRETIOSISSIMA

I love the lilting melody of birds in summer singing;
The jingle of the sleighbells in the winter sunshine ringing;

I love the summer fields alive with flowers gaily growing;
The whiteness of a silent world in winter when it's snowing;

I love the starlit skies at night with golden splendor gleaming;
The magic of the sunlight through my window softly streaming;

I love the treasures found in books of poetry and story,
And pictures bright of scenery, and pageantry, and glory —

But there's one thing that crowns all these in loveliness excelling,
So beautiful that word or pen its worth could ne'er be telling;

It holds more happiness for me than all the world combining:
A teen-age girl within whose eyes I see God's likeness shining.

— *Sister Philomena Mary, S.N.J.M.*

the value of such trips questionable. Then too, unless the trips are very well planned, the pupils properly organized, and the knowledge gained from them effectively used, there will be a further educational loss. The trip is to be considered as a means of getting certain desired understandings more effectively than can be done by some other means. The teacher should try to discover by observation the constructive influence of a trip upon the pupils' understandings, appreciations, interests, and attitudes.

Micro-slide projection enables the whole class to view what would otherwise require the use of individual microscopes. This type of visual aid has a limited use but it is a very important aid in biological sciences.

Relief displays also form an important contribution to teaching. The oldest in point of use is doubtless the sand table, with its versatility. Many adaptations of this idea have been brought into school so that we now have many so-called models representing in relief what is being studied: namely, miniature farms, factories, countries, homes, coal mines, etc. The value of these will depend upon their particular contribution to a better understanding of what is being studied. Like many other visual

aids they have an added value because pupils are normally attracted to such aids spontaneously, especially if they have had a share in constructing them.

Have you ever used a flannelgraph? The flannelboard easel is made of strong wood and stands on three legs about five feet tall. The legs are made to fold permitting tabletop use and making it a convenient size to be carried or stored. This visual aid has been found particularly effective in teaching geography. A flannel map may be made just as you would make a jigsaw puzzle. Pupils learn locations by putting the pieces in the right places on a flannel covered board. This type of visual aid is very adaptable. It can be used any place that people are gathered together to be taught . . . out of doors as well as indoors. The flannelgraph has been used very effectively in classes for the slow learner. They never cease to be interested and intrigued by the magic of it.

Television and Radio

Television and radio have invaded the classroom. Their use by the teacher is comparable to taking a field trip. There are three essential problems: (1) preparation for the broadcast, (2) listening, i.e., the actual use, and (3) follow-up work. The pupil must be put in a state of readiness, the program must be meaningful, it must be for a purpose, the pupils must know what to do and what to observe. The follow-up step lends itself to a great variety of possible treatments depending upon the nature of the program, and the pupils listening. There may be just spontaneous discussion, tactfully guided by the teacher. Other programs may call for oral or written reports, outlines, discussion, careful analysis, and further study to verify statements or insinuations.

The high school teacher needs the dynamic force of visual and auditory aids to lift the day-by-day doldrums of textbook study. To supplement teaching, strengthen imagery, the use of sensory aids deserves the consideration of the thoughtful teacher.

At the same time, take a similar look at programs that do the type of things listed in the second quotation at the beginning of this article. View *Disneyland*, *Omnibus*, *Hall of Fame*, *You Are There*, *Meet the Press*, *Ding Dong School*, *Zoo Parade*, *Johns Hopkins Science Review*, the various news programs, and other stimulating and entertaining TV fare available in your area.

The Teacher's Positive Approach

The plan to utilize the positive approach in building in your students tastes for this preferable TV fare. Let's remember that we must make an effort to develop tastes for good TV just as we try to do for good reading.

Many ingenious teachers have proved that they can upgrade televiewing tastes of their students. Some teachers provide opportunities for the class to discuss their favorite programs and they talk about criteria for judging TV. Occasionally, the members of a class enjoy constructing their own radio and TV guide in which they list title, time, and channel for each of the better programs. By "ploughing" into the class

discussion the learnings from some of these television programs, the teachers can encourage more selective viewing as well as highly desirable learnings in keeping with educational objectives.

Parents Must Co-operate

Obviously, this is an area in which teachers and children cannot operate successfully unless parents work along with them. When parents purchase a television set, they should assume the responsibility for what it brings into their home. In many schools, teachers have been successful in enlisting the co-operation of parents. In fact in co-operation with the writer teachers, parents, and children in several different

places in the United States are conducting TV research and using the results in a positive manner. For example, teachers have interested many parents in viewing TV programs with their children and helping them to outgrow objectionable programs and develop the ability to choose more wisely. Parents can also co-operate powerfully by letting stations and sponsors know what programs they like best as well as what programs they feel are undesirable.

After all, the airwaves belong to the people, and the people must co-operate with their TV stations if we are to keep the best TV programs and encourage better use of this powerful medium of TV—the most potent communication medium ever devised.

Coexistence With Television

"So many of my pupils come to school each day heavy eyed from late televiewing the night before and surfeited with gangster stories. How can children learn when they are too tired to pay attention?"

"Although I realize that television is not an unmixed blessing, it has opened up a world of learning possibilities for my pupils. With my constant guidance most of them include in their viewing stimulating TV fare such as adventures in science, fascinating historical events brought to life on the TV screen, current events brought into their living rooms often at the very moment they are occurring, and glances at many far away lands. Of course, we have to work at it if we are to develop good taste in televiewing as in book selection."

Above are two typical yet different viewpoints submitted by numerous teachers who are facing up to the facts that TV is, indeed, a powerful influence in our lives and apparently it is here to stay. Therefore, it is up to teachers, parents, and young people to co-operate in using it wisely. Let's get at the facts as shown by research.

TV Is Here

Has that first quotation at the beginning of this article a familiar ring? How much time do your students spend watching TV? Why not find out? In

her annual TV survey, the writer found that in 1954 the average child in Milwaukee County watched TV 23.4 hours per week—almost as much time as he spends in school each week. Even if it were considerably less, it would still represent a sizable segment of time.



Cartoon by Maloney in "The Advance Register."

Ella Callista Clark, Ph.D.

Professor of Education
Marquette University
Milwaukee 3, Wis.

What other possible activities give way to provide the hours spent before the TV set? The writer's research indicates that family conversation, sleep, reading, outdoor exercise, and hobbies head the list.

What Do Children See

Of great importance also is the consideration of what the televiewer sees while he sits before the TV set. The electronic baby sitter may, indeed, keep children from traffic dangers in the street or from roughhousing and quarreling indoors, but there is another highly significant aspect to consider. Everything that goes into one's mind affects him somewhat. How can anyone shrug off the effect of a daily diet of murders, jailbreaks, suicides, holdups, arson, or kidnappings?

And if you question this implication, take the time to watch the TV programs during the "Children's Hour" after school and Saturday morning. Make a count of the acts of violence your TV screen records.

The Tape Recorder: A Few Experiences in Classroom Use

What are several uses to which the tape recorder has been put in classroom procedure? This brief article will be limited almost entirely to a discussion of such use and accompanying student reaction. It does not pretend to present the last scholarly word on the subject. The suggestions outlined may appeal to some, may not interest others. Members of the community of ideas, we would welcome all suggestions. All that is intended here is to indicate what has been done by a few teachers in this school, and to arouse interest in what can be a most fascinating aid to classroom procedure. While the tape recorder can be used as an adjunct to the teaching of almost any subject, we limit observations to comment upon use of the recorder in speech, chorus, and English classes.

In Teaching Speech

The tape recorder is an invaluable aid in the teaching of speech. It has been used for making voice and diction diagnosis. After the test has been made and the experienced performance diagnosed, the student, aware of his defects, is trained to correct them. By way of follow-up the voice is periodically recorded again. The tape is played back so that student and teacher may determine the presence of improvement, if any, in the student's speaking habits. Such playback is an aid in objective student self-evaluation. It is this awareness of his defects which goes a long way in helping a student to correct defects. On the positive side the student is encouraged by the teacher and class appreciation of his improvement in speech.

Apart from its value in basic speech diagnosis the tape recorder has been employed with good effect in certain class projects in speech. The following examples illustrate that use.

Two separate classes in speech were divided each into three groups of about ten students each. Each group prepared and presented a "Radio Drama" which was recorded on tape. Playbacks of the

Rev. James R. Daleke

Messmer High School

Milwaukee, Wisconsin

recorded dramas in class called to the attention of the students a number of speech problems: defects in enunciation, carelessness in interpretation of character, lack of warmth and energy in speech, violations of radio drama technique. On the credit side of the ledger, many students were quite pleased with the actual fine results they had accomplished in a number of instances.

On another occasion students in each of two speech classes were asked to write a "Five Minute Autobiography," presenting their lives in a light, entertaining, and friendly manner. The "Life Stories" of the members of one class were then played back for the other class. The prospect that their autobiography would be "on tape," played for a class of fellow students, seemed to attract the boys and girls who entered into the work with more than ordinary enthusiasm.

Choral Readings

Chorus Class — "speech class in song" — lends itself quite favorably to the use of the tape recorder. The truthful tape clearly and irrefutably indicates balance of voice, correct diction, apt placement of notes, precision of attack and release, and the effects of various interpretations. Psychologically, its use produces a relief or a kind of break for the class. It lends an air of expectancy, stimulates interest, and encourages pride in doing a song well.

In Teaching English

In English class the opportunities for the use of the tape recorder are many and varied. In preparing an introduction to a study of poetry, the recorder was used by the teacher to prepare a half-hour "Variety Show." Along with an occasional touch of humor, the stu-

dent was acquainted with the general idea of poetry, his prejudices were subjected to a good-humored airing out, and he was cautiously introduced to a few bits of serious poetry selected for their aptness to enkindle and not smother the newborn flame of love for the poet's touch. Student response was favorable. Attitudes averse to poetry were bettered if not entirely changed.

In another English class students presented a "Book Report Program." Under the direction of a master of ceremonies who introduced the book reviewers and provided some light link of connection between them, the students put on tape quarterly reports (about 5 minutes in length) of books they had read. The "Programs" were then played back to other classes, i.e., each program to a different audience. The novel manner of presentation helped solve, in part at least, the problem of listlessness with which many students meet the reading of book reports.

For Parents' Meeting

Perhaps one of the most ingenious experiments with the tape recorder occurred upon the occasion of the monthly Home and School meeting. With the visiting parents in mind, the students in a senior English class assembled in the lobby of the school a most attractive display of modern literature suitable in style and content for Catholic reading. As visitors to the meeting viewed the display, they listened to playbacks of reviews of some of the books. The students, with appropriate theme music as a background, had prepared a taped presentation of these reviews. Apparently they had not only learned themselves but also put into practice the wisdom of teaching both through eye and ear!

Presenting Compositions

The tape recorder could be used most effectively in class for playback and comment upon composition work. The tape can be stopped at will, and com-

ment—constructive and critical—made about parts of the composition. The student actually hears himself speaking good or poor English.

This writer has used the tape recorder to present occasionally what one might call a "Potpourri" of comment on recent books, movies, plays, poems, interesting observations on personalities and trends in the world of literature. Student reaction has always been favorable. A tape recorder lends itself marvelously to the extra bit of salesmanship, the friendly introduction the great works of literature so richly deserve.

The preceding examples illustrate only a few of the many uses to which the tape recorder can be applied. Undoubtedly there are many others. Tape recordings have been made of panels and

played back so that participants could spot their errors. In one of our large cities several high school pupils interviewed a juvenile delinquent. The playback of that tape, for students, occasioned many interesting comments.

Use a Good Recorder

In concluding, a few words of warning might be in order. If the teacher does not want to bore his pupils he had best use a good recorder or none at all. Our boys and girls are accustomed to good sound. Movies, radio, and television afford the best in audio. The teacher can hardly expect to hold interest if sound is unpleasant, garbled, undistinguishable. There are excellent, reasonably priced tape recorders.

Moreover, the tape recorder should

not be used as a "crutch," a fill-in for lack of preparation, an excuse for thoughtlessness. Students are quick to spot this evasion of true responsibility.

Finally, it may be wise, apart from those few occasions when the tape recording is presented for plain unvarnished relaxation, to hold pupils responsible in some way, whether by oral or written report, for the contents of the tape recording. The tape recorder should implement student *activity*. It is not intended to encourage pupil *passivity*.

Used discreetly and intelligently the tape recorder can be of real aid to the teacher. The proof of the pudding, of course, is in the eating. Whatever your subject matter, get acquainted with the tape recorder.

Have We Overlooked Listening?

"Listen, my children, and you shall hear . . ." advised Longfellow. Teachers and parents, too, are continually admonishing children to pay attention and to listen carefully. Yet of the four phases of the language arts—reading, writing, speaking, and listening—listening has received least attention. Rankin's study showed that 42 per cent of waking time is spent in listening.¹ Why have educators been so remiss in providing for specific training in listening? Perhaps there is a partial explanation.

Teachers often are unaware of the important role that listening plays in education. Wilt found that teachers estimated that children listened about 75 minutes of the school day. Observation of actual practices of the same teachers revealed that children were expected to listen 158 minutes of the school day.²

Teach Them to Listen

Perhaps the assumption has been that listening is learned incidentally. Consideration of listening demonstrates the complexity of this skill. The rate of intake

¹Paul T. Rankin, "Listening Ability: Its Importance, Measurement and Development," *Chicago Schools Journal*, XII, Jan., 1930, 177-179.

²Miriam E. Wilt, "A Study of Teacher Awareness of Listening as a Factor in Elementary Education," *Journal of Educational Research*, XLIII, Apr., 1950, 626-636.

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cannot be set by the listener, he must adjust to the speaker's rate. Often he must grasp what is said at first expression. If the listener asks a neighbor the meaning of the term, both he and his neighbor lose part of the speaker's message. Too, the mood and manner of the speaker influence the listener's reception. Over dramatic variation in volume and pitch may unduly influence the untrained listener to an uncritical acceptance of faulty reasoning to unreliable conclusions.

Performance of students does not seem to justify the attitude that no specific training is needed. Much research is needed in the area of listening, but some tentative statements can be made on the basis of what is known. Reading ability tends to improve steadily, while skill in listening begins to lag toward the end of the elementary school years.³ Chall and Dial found the same superiority of students'

reading ability over listening ability.⁴ Goldstein compared reading and listening comprehension at various levels of comprehension.⁵ The relative superiority of listening comprehension over reading comprehension became less as the material presented increased in difficulty. These facts indicate the need of systematic training in listening.

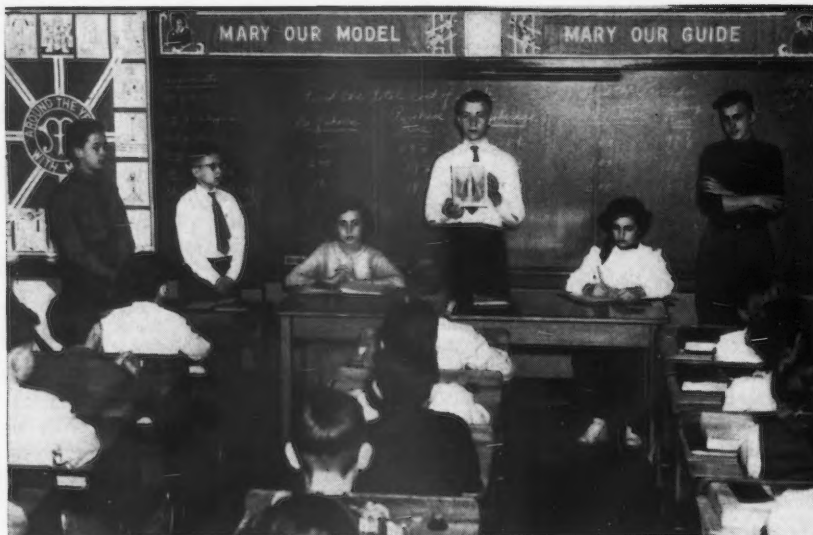
Begin Early

Interested teachers can easily provide opportunities for listening experiences. Adding to the present language activities provided in the curriculum is not necessary. Teachers aware of the listening potential in existing situations can utilize these experiences.

Children in the primary grades need training in listening to simple directions. If there is emphasis on their responsibility to listen carefully when directions are first given in order to carry them out correctly, primary grade youngsters will develop independent "auding habits." At the black-

³Jeanne S. Chall, and Harold E. Dial, "Predicting Listener Understanding and Interest in Newscasts," *Educational Research Bulletin*, XXVII, Sept., 1948, 141-153, 168.

⁵Harry Goldstein, *Reading and Listening Comprehension at Various Controlled Rates*, Teachers College, Columbia University Contributions to Education, No. 821, Bureau of Publications, Teachers College, Columbia University, New York, 1940.



A Catholic Civics Club in Action at St. Mary's School, Middletown, Conn.
The Felician Sisters conduct the school.

board, the same youngsters will listen for the teacher's directions and not wait to get them "second hand" from the child near him. He will listen to his peers, not asking for the teacher's repetition of his classmate's contribution. Remembering the sequence of events in a story, listening to names of visitors to the classroom, and purposeful listening to other children all have their place in the primary grades.

Occasions for Practice

An aesthetic appreciation for pleasing tone quality, for "color words," is a part of the program. Group recitation of poetry brings out the "music" of the words. Individual children can deliver favorite poems to the class. Radio and recordings fit well into this phase of listening. Children can compare their voice quality with that of the professional. By improvising their own playlets imitating the story to which they have listened, children demonstrate their ability to remember sequence of events. Through these and other activities both children and teacher will become increasingly responsive to and increasingly critical of usual classroom listening experiences.

Oral reading becomes a more active process. It requires more than accuracy. The reader has a responsibility to be an effective communicator. Listeners will be more critical of the reader. They will listen to understand. They will listen for terminals "ing" and "ed." They will listen to retell accurately in proper sequence what they have heard. Only the alertness of the teacher is needed to capitalize on the various aspects of previously unrecognized listening experiences.

Building on this foundation, the teacher

of the intermediate and upper grades can give training in more complex skills. Materials for training in listening should be chosen from selections that are a year or two below the class reading level. More difficult or less difficult materials can be used depending upon the subsequent performance of the students.

Recognize Transitional Phrases

Listening for transitional words and phrases is important in acquiring the ability to connect ideas in a selection presented orally. Youngsters will learn to recognize transitional signals such as "however," "on the other hand," and "from another point of view." "To conclude," "finally," and "in summary," should have particular significance for them. After they become adept at listening for these words through group work, individual assignments can be made. Listening to a radio broadcast, a Sunday sermon, or an assembly program for such transitional signals are possibilities.

Purposeful Listening

The purpose of the listener channels his attention in various ways. If he listens for main ideas, he discounts examples and other extraneous materials. He listens for emphasis on the speaker's part. Enumeration, repetition, and summarization frequently signal important points. Older students can discern cause and effect development of a thesis, as well as development by contrast or comparison.

Guided by the teacher, the student learns to sensitize his auding sense of organization. The class listens to a recorded speech to ascertain the main idea. After discussion by the group, the record

may be repeated to check for accuracy of judgment. The teacher may also develop a skeleton outline of the same recording during a "pre-hearing." Students, receiving copies of the outline prior to the recording, then attempt to fill in the main and subordinate ideas while listening to the record again. Records can be used similarly in training to listen for details, for specific types of information, and for the development of an aural vocabulary.

All of these more complex skills can be related to other phases of the curriculum. Students, aware that their social studies reports are being recorded, will be motivated to better organization and to more forceful delivery. Summarizing student panel discussion and writing a précis of an assembly speech have listening implications.

Critical Listening

As the student progresses in his education, training in critical listening becomes increasingly important. His earlier training in listening for main ideas, subordinate ideas, transitional phrases, and summarization will be helpful. False analogies, broad generalizations drawn from a few events, and guilt-by-association techniques should be more easily detected by him. Just as the student learned to listen for signals of organization and development—he can now be trained to listen for the vague "they say"; the indefinite "a well known man said"; and the obscure "it is thought that he hopes to." Persons should more readily detect these devices in print. Yet, listeners often seem unaware of their spoken counterparts. The listener needs systematic and carefully planned training in discerning false analogies, half-truths, and pseudo dilemmas. The analytical listener will be discerning, demanding more objective substantiation of statements than emphatic tones and enthusiastic applause.

Recreative Listening

Creative listening and recreative listening are among the other avenues open for exploration in this auding phase of the language arts. Hours of classroom time on all levels can become increasingly purposeful to the learner. He becomes aware both of his responsibilities as a speaker to listeners and as a listener to speakers. Educational literature listed at the end of this article may serve as initial impetus for interested teachers.

Listening, from the standpoint of frequency of use, importance in life, and difficulty of mastery seems to merit more than incidental treatment in our schools. Teachers can do much to develop intelligent discriminating listeners.

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Teaching With Pictures

It is a truism that the learning power of a picture is the equivalent of that possessed by several thousand words of standard text. The educational significance of this statement, however, and the danger inherent in the practice of which it speaks, are not well enough understood by teachers. The following principles, developed over a number of years of experimentation, have been found suitable for intermediate and upper grade teaching. They have served as an important technique in both science and social studies.

The Principles

1. Color pictures should be used, if at all possible.
2. Charts and diagrams should not be too involved.
3. Not too long a period should be devoted to the study of pictures.
4. Oral discussion is the best form of check on the learning gained from picture teaching.
5. Care should be taken to tie in the use of pictures with particular units being studied.
6. Credit should be given for all manifested evidences of learning from picture teaching.

These principles, which are purposely general in nature, I shall try to explain in such a way that they will be understood

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in application. It is in application that visual needs are least understood.

The Use of Color

The idea for this article really originated in an experience with a special student. We visited a garage and stood for some moments watching a car-cleaning machine which worked by air pressure. I explained its working to the boy and then did not say anything for an hour after we had left the garage. To my surprise and delight, he was then able to give a description of the car-cleaning machine—a description unusual for a boy of eight. This really had been a picture experience for him.

I have long felt that the modern tendency to minimize the use of textbooks is a great mistake. I grant, however, the need for colorful textbooks. Pertinent pictures in color create such books in themselves wherever they are found. The trip with my special student to the garage was in the summer of 1953 and the scientific interest inherent in the car-clean-

ing machine created a colorful textbook momentarily.

Applications of the Picture Principles

Working with my social studies class at the Logan School in Wilmette, Ill., during the school year 1953-54, I found that the assignment of a class committee of two to four members to report on colorful pictures in the textbook was a desirable supplement to many lessons. Membership on these class committees can be rotated in such a way that all class members will have a chance to participate.

If a group of two to four boys or girls stand in front of the room and present a discussion of a picture of life in ancient Rome or the Middle Ages, they can add to class learning because of the mental stimulation which their report can give. This mental stimulation shows itself in various ways.

Class members who follow the report should have their own textbooks open to the page where it appears. They should be permitted to ask questions of the committee members and to make their own comments on the picture.

The psychology of the question can be employed in a report such as this with the greatest effectiveness. Class members asking the committee members questions about the picture being studied will learn

as they do so. Committee members will add to their learning as they answer. Guiding by the teacher will make the lesson strong in demands upon individual thinking because of this practice and practically do away with any rote aspects of the subject.

Success of picture teaching does depend on the use of good pictures in color or film strips which are pertinent to the lesson. Such pictures can be found in many science and social studies textbooks but these are not the only fields in which they can be employed.

If a text used for oral reading is well equipped with pictures pertinent to the stories being read, class committees to study the pictures can be formed while the reading lesson is going on. Such committees can give reports similar to the one previously described and the psychology of the question can be similarly employed.

If the teacher is in a position to take a class on a field trip to a museum, dioramas such as the Lincoln dioramas in the Chicago Historical Society Museum can be used for report material by committees.

The life-size historical scenes in the Milwaukee Museum can also be used. These are all treated as pictures.

If the time employed is not too long, the learning in such activities can be great not only from the content standpoint but also from the standpoint of socialization. I have found work by boys and girls together on such committees to be most effective in dealing with early, giggly evidences of adolescence. Silliness tends to be minimized by work on serious problems of this sort.

Charts and Diagrams

While taking a graduate course in the teaching of arithmetic at Northwestern University in the summer of 1951, I constructed two charts to illustrate decimal and fraction equivalents. I used both in teaching fifth- and sixth-grade arithmetic in two different school systems and found that their simple nature plus the fact that they were in color gave them great effectiveness as background builders for the two fields.

The fraction chart was of red and green construction paper against a manila back-

ground and consisted of a series of bars laid out in the following manner:

WHOLE	RED	WHOLE
HALVES	RED GREEN	HALVES
FOURTHS	R G R G	FOURTHS

These are but three of the bars as they appeared on the chart. I used orange and blue construction paper for the decimal chart which was organized in a similar manner.

Dangers in Picture Teaching

There is a great tendency on the part of young people to associate the use of pictures in school with movies and television and consequently with amusement. This danger need not exist with still pictures and filmstrips and need not exist with movies if an adequate check of pupil learning is made.

I can state definitely on the basis of my research that picture teaching hinges on effective use of color. I can state also that the use of pictures need not be dangerous if proper encouragement is used and reward is given for effort shown.

Preparation for First Confession and Communion

A teacher in our Catholic schools is an apostle to the parish. Her influence extends to the homes of the children; for, through her care of the little one, she has a finger on the heart of every family. All the love of the parents centers in their child; and so whatever the teacher does for the child she does for them. Some time ago a young couple stopped at the street corner where I was waiting and offered me a ride. As we drove along, the husband remarked, "Father, you should see the change that has come over us. For several years the wife and I were lax in practicing our religion. But now Shirley has started to the Sisters' school, and soon she will make her first Communion. Does she make us toe the line!" It is always like that. Win the child, and you are on the way to win the parents. The little one will lead them.

It is above all in preparing children for first Confession and Communion that a teacher enjoys the most important privilege of her apostolate. Receiving these

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Sacraments for the first time brings a great change over the child: it vitalizes the little one with new spiritual life and initiates it to new intimacy with our Lord; it marks a new growth, a fresh outlook, and a substantial advance of the soul on its way to God.

It is imperative, then, that the teacher should cherish true thoughts and full thoughts on what Confession and Communion really mean. For no one can give what she does not have. Every apostle must be "a lamp, burning and shining" (Jn. 5:35). She herself must know and love the truth if she is to radiate the truth and give the child that full, rich insight which it needs.

It is important to note the word, "full insight"; a teacher fails the child if she presents only a partial picture. There are, indeed, many true thoughts about these Sacraments. We can speak of them as a contact with Christ who, in Confession, forgives sin and, in Communion nourishes devotion and strengthens weakness. We can think of Christ in Confession and Communion as our friend and companion and brother; we look upon Him as someone tender and kind, strong and solicitous. In teaching little tots, one finds it natural to describe Christ as the friend of children, the devoted companion of the Apostles, the gentle teacher of the disciples, the loving Lord who is tolerant of weakness and always ready to forgive. Many religious use these reflections to stir up their own fervor of heart in receiving the Sacraments; and so, in teaching the children, a Sister will probably emphasize these truths because of their personal appeal. There is yet another truth which must be stressed.

The Sacraments From Calvary

What is this important truth? It is this: the Sacraments are a life-giving contact with Jesus, precisely as our *Saviour*. The great prophet Isaiah spoke aptly when he promised those who receive the Sacraments, "You shall draw water with joy out of the fountains of the Saviour" (Isa. 12:3). In going to Confession and in receiving Communion we come to the great God, our Brother, who suffered and died to save us. Every Sacrament comes to us from Calvary; for every Sacrament comes from the heart of Christ who suffered for us. His burning love was not content with the crib of Bethlehem, or the solitude of Nazareth, or the labors of Capharnaum. No; it urged Him on to Calvary and to the cross. For Him death was the one great "Hour" of His life, the perfect proof of His boundless love. How eagerly He looked forward to it: "I have a baptism to be baptized with; and how distressed I am until it be accomplished" (Lk. 12:50). That "Hour" marks the outpouring of all God's gifts; every Sacrament comes to men from the divine Heart that loved and sorrowed on Calvary.

Infinite Love

Therefore, it is the thought of Christ Crucified that enables us to appreciate fully the measure of love in each Sacrament. Our understanding of Confession and Communion is full and rich only when we approach these Sacraments in the spirit of St. Paul's words, "I live in the faith of the Son of God, who loved me and gave Himself up for me" (Gal. 2:20).

The reason is easy to explain. Why is a mother dear to her child? Why does a mother's kindness carry a special meaning for her son and daughter? Is it because she was once a fair young girl? Or because she was a talented career woman? Or because the father of the family chose her as his wife? No; there is a more compelling reason. A mother is dear to her child precisely because she is mother, precisely because she alone gave birth to it in pain and devoted the best years of her life to its care. All the love of her heart, all the thoughts of her mind, all the labor of her hands were spent on her child. That is why this woman holds a unique place in the child's life, a place no one else can fill.

So, too, in receiving the Sacraments we come into contact with One who mothered us in suffering on Calvary. Here the Babe of Bethlehem, the Boy of Nazareth, the handsome young Teacher of Capharnaum is the Christ who gave full proof of His heart's love by sacrificing Himself for us on the cross. The Christ of the Sacraments

is not only our Friend and Brother and Companion; He is also the Victim who died to save us — Jesus, our Saviour.

The pardon that comes in every Confession reaches us from the cross; our forgiveness is purchased by Christ's suffering. Men realize best how much sin has cost Him and how dearly He has paid for pardon only when they remember how He has "loved us and washed us from our sins in His Blood" (Apoc. 1:5). It is one thing to see Christ sitting peacefully in the house of Simon the Pharisee and to hear Him say with sweet calm to the sinful woman, "Thy sins are forgiven thee" (Lk. 7:48); it is quite another to see how much this forgiveness has cost Him — to look at Him upon the cross, with bruised and swollen face, and to hear Him whisper through pain clenched lips words of pardon to the thief who had just blasphemed. This is the Christ who forgives us in every Confession; the absolution we receive comes from One whom we have betrayed, whom we have whipped, and torn, and crucified by the very sins we confess.

The Price of Our Redemption

It is the task of the teacher to show the children how much every Confession has cost our Lord. For we were redeemed "not with perishable things, with silver or gold, but with the precious Blood of Christ, as of a lamb" (1 Pet. 1:18-19), "led to the slaughter and dumb before its shearer" (Isa. 53:7). In speaking of Confession a teacher must make her own St. Paul's motto, "I determined not to know anything among you, except Jesus Christ and Him Crucified" (1 Cor. 2:2). She must teach the little ones not merely from the book of the catechism but much more with the living power of the Crucifix. Point to it, hold it up before them; then they will know all that each Confession has cost Christ. The pardon they receive is the pardon that Christ poured out in pain on the soul of Magdalen at the foot of the cross; it is the forgiveness that He pleaded for in suffering when He cried out, "Father, forgive them; for they know not what they do."

From Christ Crucified

Teach them, then, to make preparation for Confession, holding the little Crucifix in their hands. They must learn on entering the confessional to reach up in the dark to the broken body of the Man on the cross hanging over the grille. In the very act of Confession they must tell their sins as though kneeling at the feet of Jesus Crucified. Confession over, they should seek out the Cross or the Pieta to recite their penance and, if time permits — either before or after Confession —

they should make the Way of the Cross. Thus they will come alive to the truth that the grace of every Confession comes from Christ Crucified; and in the light of His sufferings they will come to see how mean and cruel sin is and how kind and motherly Christ is. When the first Christians heard the story of the cross, "they were pierced to the heart and said to Peter and the rest of the Apostles, 'Brethren, what shall we do?'" (Acts 2:37.) It is always like that. What was the secret power that enabled the Curé d'Ars to convert so many sinners? His sermons will cause surprise by their marked simplicity; he did not know the devices of rhetoric or the embroidery of oratory. But he knew something much better — Christ Crucified. He preached the sufferings of Christ in season and out of season. Thus it was he taught men how terrible sin is and how kindly is Christ who won our salvation.

Sacrifice and Banquet

It is this same Christ who gives Himself in Holy Communion. Time and again in his monumental *Summa Theologica* St. Thomas Aquinas repeats that the Eucharist contains the Christ who suffered for us (*Christus passus*). The Host that we receive is always the gentle Christ who offered Himself for us on Calvary and offers Himself again as the Victim of every Mass. Every Communion presupposes a Mass; the Eucharistic banquet requires first the Eucharistic sacrifice.

Therefore, the little ones must see Holy Communion for what it really is — a receiving of Christ not only as Friend and Brother, but above all as Saviour who died on Calvary and who offers Himself again as victim on our altar of sacrifice. Thus every Communion is but the completion of Christ's sacrifice in the Mass. At the Consecration He offers Himself for us; in Communion He gives Himself to us. First He must be immolated; only then can He be received. St. Paul states this truth in memorable words, "As often as you shall eat, this bread and drink this cup, you show forth the death of the Lord, until He comes" (1 Cor. 11:26). The Church would keep us always mindful of this. Lest we forget that the Christ of Communion is one who was sacrificed for us, she urges us, whenever possible, to go to Communion during Mass rather than outside of Mass.

The Passion in the Mass

There are many ways of teaching this truth to the children. Ask them to count the number of times the priest makes the sign of the cross during Mass. This will impress them with a realization that the Christ of Communion is the Christ

of Calvary. Point out that, before Communion, the priest lifts the Host high and repeats three times, "Behold the Lamb of God." He does not say "Behold the Babe—or Boy—or Man." No; he says "Behold the Lamb of God" who was led to slaughter and was sacrificed for us. So, too, immediately before the priest lays the host on the tongue he first traces a cross with it to remind the communicant that this is the Christ who hung on a cross for him. A perfect First Communion gift from Sister to the children is a beautiful picture of *Jésus Crucifié* that is small enough to slip into the prayer book. It would serve as a constant reminder of who Christ is and what He has done. In fact, all their love of the Eucharist must be colored with this thought; for the Eucharist itself is a constant reminder of the Passion. Take away the veil of whiteness; then will be seen all He has gone through to mother us in suffering on Calvary. For even today in His glorious body He bears in hands and feet and side the marks of His wounds; even today His Sacred Heart holds for us that special motherly tenderness that only suffering could give. That is why St. Gabriel of the Sorrowful Virgin repeated these words each time he came before the Blessed Sacrament, "Thou art here who suffered and died for me."

Let a child learn this important truth about Holy Communion; and then every Communion will change him, and make him better. Knowing that the Lord whom they receive has loved them to the death of the cross, they will be ready to sacrifice themselves for Him and will grow more earnest in living His spirit. Long before they hear the words, the children will experience and practice St. Paul's directive, "They that are Christ's have crucified their flesh, with its vices and its lusts" (Gal. 5:24). The thought of Christ dying for them will help them to die to sin for Him.

Cleansing Our Souls

Thus every Communion should mark a real change in the one who receives our Lord. For Malachias said of him: "Who can endure the day of His coming? And who can stand when He appears? For He shall be like refiner's fire, and like fuller's earth. And He shall sit down as a refiner and cleanser of silver" (Mal. 3:2-3). "He shall be like fuller's earth. . . ." A generation ago women had a curious way of cleaning white felt hats. When the hat became soiled, its owner put it into a big brown bag, sprinkled some fuller's earth over it, and then shook the bag vigorously for several minutes. This process made

the hat perfectly clean; for the grit in the fuller's earth rubbed away the soilage. "He shall be like fuller's earth"; His very presence in the soul tends to remove every stain. For love is repaid by love alone. Let a child realize how Christ's love has led Him to sacrifice; and the child will be ready to put out of his life everything that would offend Him. Thus Communion creates a need for resolution and action. It fills the soul with the desire to prove love by deeds.

Yes, every Communion is a soul-stirring experience, once we understand who it is that comes. Why is it that often enough there is no change in our own spiritual life, no real progress: today, for instance, we may be as lacking in kindness, obedience, prayerfulness as we were five years ago. This stagnation comes from forgetfulness that it is Jesus Victim, the Jesus who suffered for us, whom we receive in the host. Holy Communion will always transform the person who remembers that this is the Christ who died on Calvary and who has just offered Himself for us in the Mass. The thought of Christ Crucified has a magnetism all its own, a power to bring out what is best in the soul. Our Lord Himself has promised this, "And I, if I be lifted up from the earth, will draw all things to Myself" (Jn. 12:32).

Our Service of Love

Teach the children that the Christ of our altar is the gentle Lamb of God who sacrificed Himself for them; in so doing, you will teach them to give Him in return a love that really counts, a love that proves itself in deeds. Time and again Sister in the classroom tells the little ones the story of St. Maria Goretti. She must learn to emphasize the reason that prompted this generosity. In the Passionist monastery parish at Nettuno where she lived, Maria Goretti had learned what Holy Communion really means: He comes whose love for us urged Him to the final sacrifice of Calvary. Therefore, when temptation came to this young girl, she knew that she

must repay love with love. The logic of it was inexorable: if Jesus had died out of love for her, she must be ready to die rather than offend Him. Every Communion strengthens us to become what He wants us to be. Love is repaid by love alone.

Do you remember the day that Christ came to the Jordan at the beginning of His public life? When John the Baptist saw Him, he pointed to Him with the words, "Behold the Lamb of God" (Jn. 1:36). Two young men heard these words and followed the Master. Turning to them, He asked, "What is it you seek?" They answered, "Rabbi, where dwellest thou?" He said, "Come and see." One of those who followed Him that day was John the Evangelist. He was a young man of twenty the day this happened. Years later, when he was an old man of ninety, this same John took up his pen to write the Gospel. A span of seventy years separated the two events. Yet, looking back over this period, John still remembered every detail of this first meeting with Jesus. The words of the Baptist, "Behold the Lamb of God," had burned into his soul. He came to see that our Lord's whole character is summed up in these words. He is always the Lamb who, out of love, has laid down His life for us. Therefore, even in his Apocalypse where he describes the glories of heaven, John never forgets that the Christ of glory is the very one who suffered and died for us. Twenty-two times in this book he speaks of Jesus as the Lamb of God. Always thinking of Christ in this light John came to understand better than any other the love for us that burns in the heart of Christ; that is why his is the Gospel of Love.

It is in this light, too, that our teachers must think of Christ and speak of Him to the little ones whom they are preparing for Confession and Holy Communion. They should present every holy and helpful consideration; but this one they must emphasize. A teacher must learn to bind the Sacraments to Calvary; it is their one great source. She must lead the children to the divine Victim dying out of love for us on the cross. She must teach them that the Christ who pardons in Confession and who nourishes at the altar is truly the Lamb of God who died in agony and who continues to sacrifice Himself for them in every Mass. In other words, the teacher who prepares our little ones for first Confession and Communion must make her own the motto of St. Paul: "I determined not to know anything among you, except Jesus Christ and Him crucified" (1 Cor. 2:2). Then—and then only—will she impart to our children the *full* truth about the Sacraments.



What Would Be a Better Division of the Catechism?

In spite of undeniable advantages, the present arrangement of the catechism hardly corresponds to the justifiable demands of modern catechetics.¹ We must look for a better division of the catechism. In doing so, however, we should not think we can neglect all tradition in our search, or that we should consciously avoid the stimulations, suggestions, and experiences of earlier centuries.

The Roman Catechism

On the contrary, it appears to us that, among all the (heretofore) existing catechisms, one in particular paves the way to a good positive solution and undoubtedly claims the greatest consideration. This is the so-called *Roman Catechism*, which Pope Pius V published according to the decree of the Council of Trent.² In order that the work on this excellent book could be achieved, St. Charles Borromeo in particular devoted himself to the task with the energy and pastoral open-mindedness so peculiar to him. It was composed by the Dominicans Leonard Marino, Gilles Foscarini, Franz Fureiro, to which the name Mucio Calini must be added. The *Roman Catechism* is not for children, but as the title expressly stresses, it is intended for the pastors, that is, for those in charge of souls, and aims to give them safe direction and guidance for the entire catechetical instruction. It appears to be of great importance that the stimulation it imparts is by no means intended merely for catechizing in the schools, but, in general, for the announcing of the Christian truths of faith. How does this "most Catholic" of all Catholic catechisms classify or divide its catechetical subject matter? In four books it treats the four most important catechetical basic formulas, in the following sequence: Apostles' Creed, Sacraments, Commandments of God, Our Father. Could this sequence perhaps also be used today?

Decades ago the Jesuit Fathers Josef Jungmann (d. 1885) and Michael Gat-

Rev. Johannes Hofinger, S.J.

Institute for Mission Apologetics
Manila, P. I.

Editor's Note. This fourth article concludes Father Hofinger's series on the Division of the Catechism. The first appeared in January, the second in March, and the third in April.

Father Hofinger, who is at the Chinese Seminary in Manila, P. I., was a student of Rev. Josef A. Jungmann, S.J., and has been a lifelong student of catechetics; he was a missionary in China for 12 years.

At the 1955 summer session of the University of Notre Dame, Father Hofinger will present various phases of the course in Kerygmatic Theology on which he lectured at last summer's session. The two courses conducted by Father Hofinger are of particular value to priests and religious engaged in missionary or catechetical work.

terer³ favored the arrangement of the *Roman Catechism* as opposed to Deharbe's division. Certainly the reasons for which they supported this cause were still insufficient, even partially wrong. They maintained that the ideal arrangement for the catechism consists in a purely exterior enumeration of the most important catechetical formulas (Symbol, Sacraments, Commandments, Our Father), in fact, with a conscious waiving aside of an interior division deduced from the nature or essence of Christian doctrine material. They further maintained that the correct ordering of the individual parts would be determined solely through the authority of the ecclesiastical magisterium. It is clear that this peculiar interpretation contradicts not only the principles of modern didacticism but even theology itself. It is diffi-

cult to comprehend why catechetical teaching material alone must be denied an interior ordering or arrangement of its subject matter. It is the duty of those who impart instruction in the Christian truths of faith to bring Divine Revelation closer to living, thinking human beings. But Revelation has been handed down to us from God, the original Source and Lord of all order, not as a confused medley of unrelated doctrines, but as a sacred arrangement for a lucid announcement to mankind. It must be the task of those who teach Christian doctrine to work out that sacred arrangement, which is inherent in Divine Revelation, to make others conscious of it, and, if possible, to permit it to become apparent even in the basic division of the subject matter.

Studying the "Roman Catechism"

Only during the past war was the attempt made to clarify the real purpose of the *Roman Catechism* classification and to make it practical for present-day catechisms.⁴ As far as we know, the *Roman Catechism* itself nowhere makes the attempt to justify its classification of material, with reference to leading out from the nature or essence of Christian subject matter.⁵ Nevertheless its main classification contains a deeper meaning which is able to lead one into the innermost sanctuary of Christian doctrine. By taking a more accurate view, we may observe that the first two main sections (the Creed and Sacraments) and the last two sections (Commandments and Our Father) each form a higher unity. Even Thomas Aquinas wished to have the doctrine about the Sacraments treated in as close a connection as possible to the Symbol.⁶ Surely the Sacraments and the divine life secured through them form the most excellent good, which, through the mediation of the Church, is given to us in the "Communion

¹J. Hofinger, S.J., *De apta divisione materiae catecheticae* (Pars III. *De Catechismo Romano*) in "Colleganea Commissionis Synodalis," Peking, 1940, pp. 854-859.

²Compare, e.g., *Catechismus Romanus*, Proemium, cap. 12.

³Thomas Aquinas, *De articulis fidei* (ed. Mandonnet, III, p. 1); *Expositio super Symbolo Apost.* (ed. Mandonnet, IV, p. 381). Also compare *De apta divisione materiae catecheticae*, p. 594 f.

⁴See CATHOLIC SCHOOL JOURNAL, Apr., 1955.

⁵*Catechismus ex decreto Concilii Tridentini ad parochos Pii quinti Pont. Max. iussu editus*. Romae, 1566.

⁶J. Jungmann, S.J., *Theorie der geistlichen Bredsamkeit*, Freiburg, 1877, 788 ff., and in connection with this M. Gatterer, S.J., *Katechetik*. Innsbruck, 1931, 282 ff.

sanctorum" (Communion of Saints).⁷ Viewed in this light, the first two main sections of the *Roman Catechism* shows what God in His eternal love has done for us, what He still does, and what He will do until our full participation in the glory of the First-born; in other words, the history of the eternal Father-love of God. The two following main sections, on the other hand, show the correct answer of redeemed mankind to God's eternal love: Love for Love! Our grateful reciprocal love manifests itself in the first place in prayer, the loving look of the child directed upward to his Father, and is confirmed by the keeping of the Father's Commandments prompted by a heart filled with love.

Perfecting the Arrangement

Here we have already stated in what manner the *division of subject matter* in the *Roman Catechism* could be further perfected so that the meaning inherent in it would be expressed still more clearly. The doctrine about the Sacraments should, wherever possible, not be placed next after the Symbol, but, according to the model of St. Thomas Aquinas, it should be organically built into the third part of the Symbol. Symbol and Sacraments should not show up any more as two closely linked or even interlocked catechetical basic formulas, but be fused into one harmonious whole, namely into the *History of the Eternal Love of God*, whose chief phases are already fittingly indicated in the Apostles' Creed. "The Sacraments should not simply be taught as theoretical points of doctrine; they should rather be combined with the doctrine about the Church and its nature and growth, and it should, at the same time, become apparent that they (the Sacraments) accompany the life of the Christian from his entrance into the Church until his going home to God."⁸

The second main section of the *Roman Catechism* "The Grateful Answer of the Redeemed"—could also be further perfected in this way, that the doctrine about prayer would be treated first, and then the doctrine about the Commandments. This would be more in line with the psychological order. The gratitude of the redeemed child of God expresses itself above all spontaneously in real childlike

prayer, the answer of praying love. It is the grateful looking up to the Father (Rom. 8:15; Gal. 4:6). This presentation of Christian prayer puts the prayer of praise and gratitude automatically in the first place. It dominates the prayer-life of the true children of God. Here, too, would be the classical opportunity for teaching about Holy Mass, our highest act of prayer. Here in a more perfect manner than under any other circumstances we send up to the Father in heaven, through Christ, our Head and our Brother, and with Him and in Him, our common homage of grateful love. In this connection Holy Mass appears to us what in essence it really is: the unique celebration of thanks which the redeemed people of God offer, led on by the Redeemer and Mediator Jesus Christ. What we, in offering during the Mass, aver and promise—complete surrender to the Father—must find its confirmation and fulfillment in the daily humdrum of a Christian life, in the answer of an active love, in the faithful observance of the Commandments animated by grateful love. The sketch of the Christian doctrines of faith given here is being recognized and recommended by modern catechists as proper and appropriate. This is especially the case with P. Josef Jungmann, S.J., in his recently published *Catechetics*, which for the time being is perhaps the leading manual of catechetical instruction, particularly as concerns the material contents.⁹

⁷J. Jungmann, S.J., *Katechetik*. Freiburg, 1953, 92 ff. Similarly also the directives for religious instruction in the Belgian Middle Schools: *Fédération . . . Programme-Religion* (Federation Nationale de l'enseignement moyen Catholique). Lierre, 1953.

Finally, it would be of extraordinary advantage to the whole setup, if both main sections of the catechism (The Love of God—Our Answer) were preceded by a *short Introduction* in the sense of Jungmann's scheme: "At the head of the catechism there should be a short chapter which, like a frontispiece or like a fundamental chord, contains in brief what is to follow. Therein Christ passes before our mind's eye, He Whom God sent into this world, Who calls us and invites us into the Kingdom of God."¹⁰ Through this procedure the contents of the catechism from the outset would be characterized with all clarity as Christian Revelation, and more directly as Christ's message, and the mind of the Christian would be directed from the beginning to the figure of Christ.

The Result

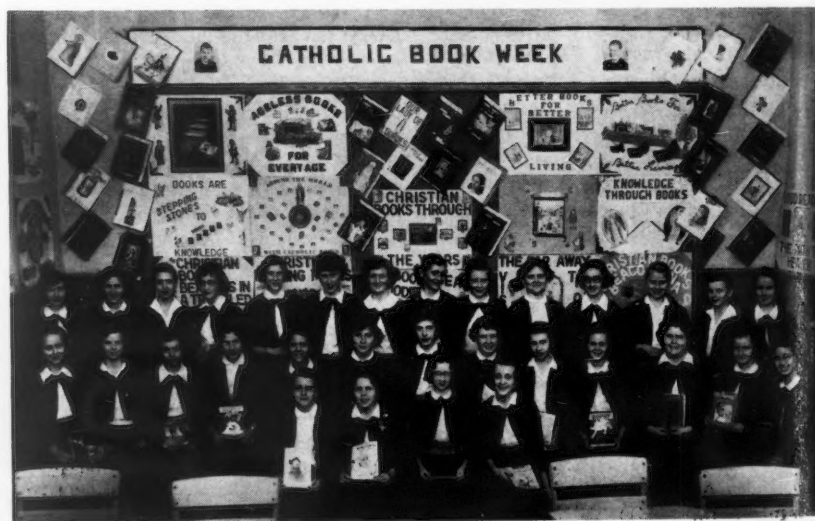
The division of the catechism outlined above fulfills in an excellent manner all the demands which we previously¹¹ made regarding the proper arrangement of the catechism. It is not only extraordinarily clear and easily comprehensible, but actually leads us into the innermost sanctuary of Christendom. Thus the whole contents of the catechism appears as entirely Christian, that is, as Revelation through the mediation of Christ, as a gracious invitation from the heavenly Father, which came to us in Christ, and to which we, likewise in Christ, gratefully respond. For just as Christ is the central point of the

¹⁰Jungmann, S.J., *Katechetische Fragen im deutschen Sprachgebiet*, p. 66.

¹¹CATHOLIC SCHOOL JOURNAL, Mar., 1955.

⁸Thus Thomas of Aquin explains the word "*sanctorum*" as the genitive of "*sancta*," i.e., "*res sancta*," the goods of salvation, among which above all the Sacraments are to be understood. So also the *Roman Catechism* I, 10, 22. Concerning other catechisms see J. Hofinger, S.J., *Geschichte des Katechismus in Österreich*, Innsbruck, 1937, p. 150 f. For the tenire question consult also J. Jungmann, S.J., *Die Gnadenlehre im Apostolischen Glaubensbekenntnis* in "Zeitschrift f. kath. Theol." 50 (1926), 196-219.

⁹J. Jungmann, S.J., *Katechetische Fragen im deutschen Sprachgebiet*, "Lumen Vitae," 1946, 66. Compare also J. Hofinger, S.J., *The Apostles' Creed is a Real Prayer* in "Lumen Vitae," 1954, 193-208.



Catholic Book Week exhibit at Sacred Heart School, Augusta, Ga., Seventh and Eighth Grades. These grades observe Catholic Book Week by arranging a display and getting acquainted with outstanding Catholic writers. The Sisters of Mercy of the Union are the teachers. (Photo by Fritz)

History of Salvation, which is treated in the first main section, so Christ is also the center of our loving answer, of our Christ-fashioned praying and working; furthermore, Christ prays in us, works in us.

What Can I Do?

In this arrangement the subject matter no longer seems like a burdensome structure of obligations, but as an attractive structure of values. Indeed, the entire first part treats of the immeasurable riches of the everlasting divine Father-love. But even the second part—no matter how clearly it speaks and must speak of Christian obligations—foregoes everything that is oppressive and restrained. It certainly gives the longed-for answer to the first part of the catechism. The basic question is no longer the tiresome "What must I do?" but the redeeming, elevating "What can I do?" The content of the second main division is nothing more than the ideal of a Christian way of life, the glorious life of the new children of God; the incomparable, even if sometimes austere, beauty of Christian laws of living.

In addition, this arrangement of the catechism has the great didactic advantage that organically it grows out of the Biblical-historical catechizing which is to be provided in the first years of religious instruction. Here, as well as there, the story of the divine Father-love forms the fundamental theme. Even in the first religious instruction, the catechist will again and again direct the pupils' attention to the love of God while following the Bible story, as it is here in the History of Salvation that God's love shines forth so splendidly. Then in a systematic religion course the principal phases of the History of Salvation are again treated under this aspect, but this time more from a dogmatic viewpoint, and this first main section of catechetical teaching material is placed opposite the second main section containing the grateful response of the redeemed children of God. The content of this part also is sufficiently known to the pupils from the Biblical-narrative catechizing done previously. And in this latter instruction the young Christian often has been taught how he should answer the loving Father in heaven. He has become accustomed to look at Christian living as a program of grateful filial love. Only at that time the points of guidance which referred to Christian living were interspersed in a free and easy manner in the Bible-story instruction. Now these points, adapted to the progressive intellectual maturity of the pupils are systematically summarized in a separate section and placed face to face with the History of Divine Love.

The Apostolic Method

The submitted arrangement of subject matter has still another advantage—it can rightly appeal to the *Apostolic method of teaching*. When the Apostles went forth to announce the truths of faith, their teaching was characterized by the fact, that, above all, they developed the values of the Christian religion before their astonished listeners. Immediately on the feast of Pentecost the Apostles "drunk" with enthusiasm (filled with the Holy Spirit), went forth to announce "the wonderful works of God" (Acts 2:11). That was their general or common theme. The unfortunately too sparse sketches transmitted to us in the Acts of the Apostles regarding the catechizing of the two princes of the Apostles all show the same structure. At first the values of Christianity are unfolded; this is done for the most part by pointing out what God has done in the History of Salvation. In addition to this, the duties of a Christian are explained. Particularly characteristic in this respect is the first Mission sermon of the first pope. Here is the theme of his sermon: Now the fullness of time has come, namely in Jesus Christ the Messiah, who was crucified and lives again. Only at the question of the listeners as to what they were obliged to do—until then Peter had not spoken about this—does he impress upon them their principle obligations (Acts 2:14-41). From this entirely value-saturated, Apostolic doctrinal teaching resulted the glowing zeal of the early Church, and its astonishingly religious vital energy.¹²

Suggestion to Catechists

Perhaps there are a number of catechists who, wholeheartedly, approve of the principles expounded above, and who would also like to see them applied in catechetical instruction. But they, for the time being, have to reckon with a catechism which does not entirely follow this path. And it will certainly take a rather long time until a new catechism appears. One of the reasons is because a good catechism cannot be made overnight. Unless this important work is done carefully and thoroughly, a slipshod edition might result, which, soon after publication, would have to be revised. What should we recommend for this more or less long time of waiting? Could we not *even now*, without

¹²For further material about the method of preaching of the princes of the Apostles, with a brief analysis of their preserved catechetical sketches, see J. Hofinger, S.J., *De apta divisione materiae catecheticae*, pp. 852-854. The content and structure of the Pauline Epistles point in the same direction; the first more dogmatic part shows, for the most part, the greatness of the Redemption received in Christ, and the glory of our calling, the second more practical part brings the full application for Christian living.

changing the catechism, teach the main sections somewhat according to the following classification: Faith—Sacraments, Prayer (plus the Sacrifice of the Mass)—Commandments? More important than this exterior arrangement, which would hardly meet with any considerable difficulties, is certainly the inner change consisting in the correct presentation of these main divisions. In the sections on Faith and the Sacraments we have repeatedly indicated how the content of these two sections strikingly manifests at every step the gift-giving love of God and incites us to grateful reciprocal love. The lessons on prayer and the Commandments may now already be a welcome occasion to remind ourselves and others how we must thank God for His love. It seems very important to us that this complete Christian view of the individual main sections, especially in the commentaries on the catechism designed for the use of lay catechists (Confraternity of Christian Doctrine) should be worked out as clearly and absorbingly as possible. In this way the appropriate formulations in the catechism of the future will not constitute the beginning of an inner rearrangement, but will be the crowning finale of an already accomplished kerygmatic revision of catechizing.¹³

¹³It is clear that the ideas submitted here are valid not only for catechetical instruction in the schools, but also for the proclamation of the truths of faith in giving sermons and in catechizing in general. How the recommended arrangement of subject matter could be made to bear results in giving a catechetical sermon to the people, we showed in our publication issued in 1947 in Tientsin: *Nuntius Noster seu themata principalis praedicationis Christianae* (Latin and Chinese). In 30 catechetical sketches the essence of Christian doctrine is demonstrated. To be sure, the book was meant in the first place for adult Christians, especially for those congregations on the borders of outlying missions which the missionary could visit only rarely. But the largest part of the directives offered in the book is intended for the announcement of Christian truths of faith in general. An English and a French version are in preparation. Compare also the summary *Our Message*, in "Lumen Vitae," 1950, 264-280.



Students at Dominican High School, Detroit, Mich., purchasing books at their annual book fair.

CATHOLIC SCHOOL JOURNAL

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SPECIAL EDUCATION IN MODERN EDUCATION

The great burden of a modern educational system was forcibly presented by Dr. Frank J. O'Brien of the New York City public schools to the second annual Workshop on Special Education of the Exceptional Child sponsored by the Catholic University of America and recently published in a volume called *The Atypical Child*. Rev. Dr. Jenks, the editor of the volume, points out: "Many new areas in the field of special education were explored this year for the first time in order to give our Catholic educators a more comprehensive orientation in the field of special education." And Father Jenks adds: "These children have a right to a Catholic education and we have a duty to provide certified teachers to teach them."

We summarize the program as it was presented to the Workshop without any present attempt at evaluation. It is pre-

sented not as an optional program but as one to which handicapped children have a right, according to their needs, abilities, and deficiencies. Failure to provide for the special education, or providing only a low level of custodial care, may have two results:

1. "Consequently, if special provisions are not made for them, in many cases, their dignity as individuals and their worth-whileness as members of society are being lessened, if not actually destroyed, which can result finally only in their becoming personally degraded and social outcasts" (p. 13).

2. "In fact, a handicapped child who is denied the educational opportunities which he needs and to which he is entitled may not only become a social liability and expense, but, what is of much greater importance, he may very well be prevented from achieving his most important goal, namely, that which is inherent in his creation — the salvation of his immortal soul" (p. 10).

The scope of such a program which educational systems should provide for those children with special needs includes: (1) the gifted, (2) cardiacs, (3) orthopedic, including cerebral palsy, (4) nutritional and other medical or surgical cases that can profit from a special program, (5) visually handicapped, (6) acoustically handicapped, (7) speech disorders, (8) emotionally disturbed, (9) feeble-minded (those who function on from 50 to 75 I.Q.), (10) homebound.

From the discussion it would appear that these obligations are clearly those of the Catholic school system as well as of public school systems and Father Jenks's comment in the foreword confirms this view. Special education is in a more or less rudimentary stage in the Catholic school system. The decision is ordinarily made "exclusively by financial considerations and not by criteria that emanate from the inherent rights of children" (p. 11).

Dr. O'Brien says that where there is true dedication to children, school authorities with the support of the community "will, with relatively little difficulty, find the means and way of seeing to it that every child with special needs is provided, according to his birthright, an education that is suited to his needs, abilities, and deficiencies" (p. 17).

The Catholic school system according to this study must face this problem, even though there are not present facilities in ordinary schools for half of our Catholic children, and increasing num-

bers of lay teachers must be engaged. The problem which the Catholic school system must face is put concretely by Dr. O'Brien:

"One of the more difficult problems, perhaps, that the organization of programs of special education creates is the determination of how these *comparatively new and more costly services for a relatively small segment of a school-age population* can be established without jeopardizing the present program of general education that meets the needs of a vast majority of children. Regardless of exactly how one may wish to state the problem, its essence is concerned with the possible detrimental effects the addition of special education programs would have not only upon existing but particularly upon any contemplated extension of current programs that are provided exclusively for nonhandicapped or average children" (p. 3). — E. A. F.

PICTURES IN EDUCATION REPORTS

We commented last month on the substance of the Educational Policies Commission report on "Public Education and the Future of America." This month we would like to say a word about the pictures.

The pictures which are used, presumably to illustrate the particular theme of the book, the ultimate elimination of private education and a universalization of public education, could be used just as effectively, as they are or in parallel pictures, to show the contributions of private education to American life and what private education is contributing to the future of America. Strangely enough, too, the quotations on the side, which are used presumably to support the thesis of the report, could be retained practically *in toto*, because they talk about education and teachers and schools without any limiting adjectives. The charts of statistics and of history are pertinent to private education as well as to public education. The pictures of school children and of school buildings could be paralleled in the private schools. The graduates of public schools who were successful could be easily paralleled with a similar group of private school graduates, and of a group with little or no education.

So books are made, as Evarra's *Maker of gods in lands beyond the sea* would do, and perhaps in Paradise the same thing will happen to them as happened to Evarra's gods. — E. A. F.

Our Lady's Peace Plans

The illustrations show the position of the choir and the apparitions. The stage setting remains the same throughout the entire program. The choral speaking groups come on the stage alternately, left and right. The curtain remains open the entire time. Recorded Marian hymns are played softly as background music during the choral recitations. This program was presented by grades three through eight at a school in Chicago conducted by the Sisters of St. Francis of Christ the King.

THE APPARITION OF OUR LADY OF GUADALUPE

NARRATOR:

Let us turn back the pages of history and walk down the avenue of the past.

It is Saturday morning, December 9, 1531. Out there in the distance Juan Diego, an Aztec Indian, hurries down Tepeyac Hill. Suddenly! [*The numbers refer to the three Choral Groups.*]

1:

The air is filled with celestial music.

A beautiful Lady blocks his way.

She asks: Where are you going, Juan?

JUAN:

To Mexico City, three miles away, to attend Mass.

LADY:

I am the Blessed Virgin, Juan. I want a church built on this spot. Go into the city and tell the Bishop.

2:

But the Bishop is skeptical.

He asks for a sign from the Lady.

3:

Three days later the Lady appeared again.

At the identical spot.

She tells Juan to climb the hill.

To gather a bouquet of roses for the doubting Bishop.

1: Roses? 2: On rocks? 3: In December?

1:

But obediently Juan climbs the hill.

Ah! Beautiful red roses!



Choral speaking group in the Apparition at Guadalupe.

Sister M. Martha, O.S.F.

Mt. Assisi Convent

Lemont, Ill.

Juan picks an armful.

He thrusts them into his tilma.

2:

At dawn Juan is in the Bishop's presence.

He unfolds his cloak.

A cascade of roses tumbles to the floor.

And wonder of wonders! There on Juan's cloak . . .

1: Is it true?

2: Is it possible?

3: Yes, There she is—Our Lady of Guadalupe.

A life-size painting of the Virgin Mary.

There on Juan's cloak.

1: The shrine is built.

The first shrine in this hemisphere.

2: In 1663 the shrine becomes a temple.

3: In 1709 a much more elaborate shrine is built.

2:

Down through the years to the present day.

Pilgrims keep flocking to the miraculous

Painting of Mary.

3:

Our Lady of Guadalupe is known as the

Patron of Mexico.

ALL:

Today she is also the Queen of all the Americas.

Queen of the Americas, guard our shores.

It is your little child that kindly implores.

Shield and protect us each day and night.

Help us always to do what is right.

APPARITION OF OUR LADY TO CATHERINE LABOURE

NARRATOR:

Time marches on.

Centuries pass.

Our Lady once again looks down upon her children.

She sees the evil times of the future.

Destruction of the throne of France.

Terrible calamities throughout the world.

Great troubles and dangers.

A sad, sad world!

Once again her tender love and maternal solicitude compel



Our Lady appears to Catherine Laboure.

Our Lady to leave her heavenly home,
To bring a consoling message to her weeping children.

Our Lady's campaign to win our modern world for Christ is on!

CHORAL GROUPS:

1:
It is the year 1830. The location: Paris.

2:
A humble novice, Catherine Laboure,
Of the Community of the Daughters of Charity
Kneels before the chapel altar.

3:
There above the altar our Lady appears.
And from her hands bright rays of light
Fall upon the world below.

1:
Ah! She speaks.
She delivers her message to the modern world.

LADY:
The rays are graces I give to those who ask for them.
But many people do not receive graces
Because they do not ask for them.
The vision changes.
An oval frame forms around our Lady.
Encircling the frame are these words:

1:
O Mary conceived without sin,
Pray for us who have recourse to Thee.

3:
Again her voice:
LADY:
Have a medal made according to this vision
All those who wear it when it is blessed will receive many graces.

1:
The medal is made in 1832.
Countless miracles occur.
Soon it becomes known as
The Miraculous Medal.

2:
Our Lady's words still echo down the years!
ALL:

Seek graces.
Pray for graces.

SONG:
O Mary conceived without sin.

THE APPARITION AT LOURDES

NARRATOR:

The nineteenth-century is ushered in upon a materialistic world.

Science prevails.
The anti-God movement grows.
The pope is driven from Rome.
Chaos is pending.

But wait! Once again the maternal heart of our Lady offers
the solution.

CHORAL SPEAKING GROUPS:

1:
The year is 1858.
The place — rural France, near the town of Lourdes.

2:
Bernadette is gathering firewood.
Her sister and her friend have just crossed the stream.

ALL:
What is that noise as of a violent wind?
3:

Bernadette is startled.
Looking up, she sees a golden cloud.
It comes from the grotto on the other side of the stream.

ALL:
Ah! A beautiful Lady!
1: Is it a dream?

No.
3: The Lady smiles.
She beckons Bernadette to advance.

2:
Bernadette falls to her knees and begins to pray the rosary.

1:
The Lady remains to pray too.
Then she returns to the grotto.
The cloud envelops her.
3: The Lady is gone.

ALL:
In all Bernadette receives 19 visits.
3:
What is the message brought to Lourdes?

Pray for sinners.
Penitence! Penitence!
A chapel on this spot.
Processions to my shrine.

ALL:
But the most astounding revelation?
I am the Immaculate Conception.



The procession at Lourdes.

2:

One day our Lady reveals a spring in the ground.
A miraculous spring!
Its waters cure the afflicted of all ills.
From all over the world pilgrims journey to that spot.

ALL:

Our Lady's rosary, here as at Lourdes,
Is the power of intercession before the throne of God.
Our Lady of the Rosary, pray for us.

SONG:

Immaculate Mary.



Apparition to the three shepherd children at Fatima.

THE APPARITION AT FATIMA

NARRATOR:

The twentieth-century zooms forth!
World War I still rages on.
But the sands of time are running out.
Mankind faces its moment of decision.
What shall it be?
Crusade with Mary in her peace plan from heaven
And gain world peace.
or
Continue in vice and godlessness,
Only to awaken in the clutches of Communism.

Mary comes with her message to Fatima.

CHORAL SPEAKING GROUPS:

1: It is Sunday, May 13, 1917.

2:

Three Portuguese children are tending the flock.

1: Lucia dos Santos.

2: Jacinta and Francesco Marto.

ALL:

They are saying the rosary.

1:

Suddenly a strange light fills the air.

2:

The frightened children start for home.

3:

The strange light is in the sky again.

ALL:

Then they see a beautiful Lady.

3:

The beautiful Lady holds a rosary.

She is about to pray.

But wait!

She speaks to the little children.

Do not be afraid.

I shall not harm you.

1:

Six times, in consecutive months,
From May to October,
The beautiful Lady appears again to speak to them.

2:

In October she seals her testimony
With the great miracle of the sun.

3:

What is our Lady's message to Fatima?

Say the rosary every day.

Make reparation on the first Saturdays.

Consecrate the world to my Immaculate Heart.

1:

The call to the rosary is not new;
It is the repetition of the request made at Lourdes.

2:

The call to reparation is not new;
It is the echo of the request at Lourdes.

3:

The apparitions at Fatima have grave meaning for us.

ALL:

They bring a warning.

They hold a promise.

O modern world, will you not heed the warning?

Are Mary's apparitions all in vain?

America! America!

At least you heed the Message of the Immaculate Heart.

Pray! Sacrifice! Consecrate!

SONG:

Lady of Fatima.



The choir that sang throughout the dramatization.

Mary Immaculate

Words and Music by

Sister Moira, S.C.N.

Vir-gin ev-er pure, now crowned with splen-dor,
Cause of ev-ry joy, to thee we has-ten,
Com-fort-er of grief, thy sword of sor-row,

let the lus-ter of thy pu-ri-ty
Beg-ging thee to share our hap-pi-ness;
Thee to ev-ry wound-ed heart en-dears;

Fill our lives with light se-rene and ten-der,
Pre-cious is the joy that thou dost chas-ten,
Let all strick-en souls still come to bor-row

Dis-mal were the world de-prived of thee!
Hap-py is the love that thou dost bless!
Con-so-la-tion from thy bit-ter tears!

WHY STUDY SPANISH?

Recent events in the political world are bringing the study of the Spanish language to the foreground. For the first time in our history, we find ourselves closely allied with our South and Central American neighbors. New airlines and steamship lines have made travel between the United States and Latin America much easier. A motor highway will soon allow American tourists to travel from Alaska to Chile. The interchange of students between our country and Latin America is constantly increasing. The influx of men and women interested in agriculture, science, and various cultural pursuits is making Americans more and more aware of a real desire to know and understand their Latin American neighbors.

Spanish is not only a language of great cultural significance, but of all the modern languages it is perhaps the one most readily convertible, commercially and professionally, into material advantages. There are 100 million people who speak Spanish as their first or second tongue. That figure is the highest for a Romance language and most directly comparable with the 160 million who speak English. The knowledge of Spanish has for the North American three distinct values: the commercial (of which we hear so much); the cultural (of which we hear so little); and the international or social value.

The Commercial Value

In regard to the commercial value of Spanish, it may be said that there is no other language which has increased more rapidly than Spanish in practical use among Americans engaged in all phases of our international commerce. It is the national language of all the southern republics except Brazil. At present we are especially interested in these countries because so much of the prosperity of the United States depends on our mutual trade. These mutual interests are bound to increase, for Central and South America are great storehouses of raw materials which we need; and, as their standards of living are raised, they too will require our manufactured articles.

One of the requisites for attaining a

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Star of the Sea Convent

San Francisco 18, Calif.

good understanding between Spanish-American nations and the United States is an ability on our part to talk and to read the writings of these Spanish-speaking peoples. Business is recognizing this fact more and more, and many companies are providing their employees with opportunities for studying Spanish. American businessmen have need of efficiently trained representatives in Latin America who can serve the people among whom they live as well as the companies that employ them.

The Cultural Value

It is self-evident that the cultural value of this language is of the utmost importance. Spanish is the language of one of the great literatures of the world. Contrary to what is sometimes believed in this country, Spanish literature does not suffer by comparison with that of any other nation. Many authors of Elizabethan days, even Shakespeare himself, to quote Fitzmaurice Kelly, drew upon Spanish authors for material and inspiration. France, as well as England, is indebted to Spanish men of letters, for the great Corneille and the greater Moliere borrowed freely from Lope de Vega, Alarcon, and Guillen de Castro.

The greatest tale the world ever read was produced by the Spaniard, Cervantes, whose *Don Quixote* stands forth as vividly in the pages of world literature as does Hamlet. The most prolific writer of clever dramas that the world has ever produced was the Spaniard Lope de Vega. One of the three great epics of the world was a Spanish production, the *Poema del Cid*; and the richest mine of poetic ballads in the world is to be found in the literature of Spain. Spain laid the foundation of the novel and later brought it to its fullest

perfection. Spanish literature contains an amazing field of riches long neglected here in America but which now lies open to those who fit themselves to appreciate it.

From the days of the Roman republic to the establishment of the Spanish-speaking nations in the Western Hemisphere, the history of Spain has been the history of the world. Therefore, Spanish, correctly studied, should give the student not only an acquaintance with the language of Spain but also an understanding of her civilization and an appreciation of her contribution to both individual and social culture.

Of Roman Origin

It has been said that language tells more truly than books the history of a people. Anyone who seriously studies Spanish soon realizes that this language of remarkable vitality holds memories of the ancient races which once swept across the Iberian peninsula. Certain Spanish nouns, feminine in appearance, are really masculine nouns derived from the Greek. Other nouns beginning with *al* are of Moorish origin, since *al* is the Arabic for *the*. But it is to Rome that Spain owes her language and the entire fabric of her social life. Laws, art, and religion—all the essentials of a great and orderly civilization, came to Spain from Italy. And Spain was not unworthy of the gifts bestowed on her by Rome. With the Roman conquest begins the dawn of Spanish literature. With their laws the Romans imposed their speech upon the conquered Spanish tribes; and, in time, Spain became the most thoroughly Romanized province in the Empire outside of Italy. Almost automatically, one might say, Spaniards entered the field of Latin politics and letters. The emperors Trajan, Hadrian, Marcus Aurelius, and Theodosius were Spaniards. The most important writers of the Silver Age of Latin literature were also Spaniards: Quintilian, Pliny, Lucan, Martial, and the two Senecas, not to mention a lengthy list of Christian writers.

Historical Importance

One has to study the history of Spain as well as her language and literature in

order to comprehend the inconsistent traits of character of her people. Someone has said that a Spaniard can be cruel and tender, boastful and humble, frank and secretive, and all at once, which may be true; but, when one considers that Spanish blood is a strange fusion of Iberian, Phoenician, Greek, Celtic, Roman, Germanic, and Arabic stock whose elements are no doubt at war among themselves, nothing in the Spanish nature should surprise us. That there is much good in it is evinced by the fact that Spanish blood has produced a Francis Xavier, an Ignatius of Loyola, a Teresa of Avila, and a countless host of other saints whose names grace the Church's calendar. To the roster of world heroes Spain has contributed a notable list of names.

The history of the Western Hemisphere proves that Spanish colonization was more than just a colorful pageant. It is a remarkable fact that within a little more than a generation after Columbus had planted the Spanish flag on American soil, the Spaniards had gained control of the West Indies and explored vast areas of our country, leaving a trail of glorious names behind them—the litany of the saints, someone has called it.

Correcting Attitudes Through Reading

"Would I mind if a Negro family moved next door? I am going to give my answer right from my heart and straight to the point. Yes, I would mind it very much. I do not know why. Maybe it is because of the slums I have seen or because I have never had much contact with any of them in a personal way. Perhaps it is because of what people have told me about them. Maybe I have no heart, but I do not want them next door to me. That is my answer—straight to the point."

This may be a typical answer from many high school students who are honest in giving their opinions about the race problem; however, as might be expected some will express the opposite unbiased attitude such as:

"No matter what race or creed a person may belong to, that race will have good as well as bad people in it. At first the thought of having a Japanese or Chinese or any other race or color living

Spanish Not Easy

Spanish is not as easy a language as so many erroneously believe. Its study produces mental training comparable to that of any other language. It requires the same sort of concentrated effort to master it as does German or French. Granted that for beginners it is more easily pronounced than the French; yet, when spoken by a native, it is an elusive language to catch with the ear, due to the slighting of consonants so characteristic of Spanish speech. Then too Spanish has an intricacy of idiomatic construction to an extent in excess of that found in the French. It has a great wealth of vocabulary, peculiarities of sentence structure, and a great irregularity of verb forms. All these characteristics work together to make Spanish worthy of the best mental efforts. The language itself is a thing of beauty—rich, sonorous, majestic, fluent, appealing with equal attraction to ear and mind.

Why study Spanish? The answer is all conclusive: first, to get an insight into the customs and psychology of a people who have contributed so much to us and to the world at large; second, to acquire that cultural knowledge which is an asset to any man.

that the influence of their parents usually prevails over most principles taught in school. In the adolescent state, however, boys and girls are easily influenced by those whom they greatly admire, and in the realm of books teen-agers are quick to find qualities worthy of admiration or denunciation. If the author is clever enough to sustain their suspense and place them in the heart of the hero, they will unconsciously react to the underlying principles as did this high school sophomore.

"The books that I think I got the most out of were *Black Fire*, *The Dove Flies South*, and *Up from Slavery*. I was indifferent to Negroes, but these books made me think of them as real personalities, and not just as groups of people. Before I read these books I never thought of Negroes as individuals with private lives of their own as being much like my own family and friends."

Books Tell the Facts

Many times boys and girls do not have personal experience in associating with Negroes, but given a chance they will develop a sane attitude toward the unjust treatment of the Negro and break down that prejudice. The teacher can readily determine students' attitudes by their class responses, and she can put into the hands of those who show resentment a book like *Dark Symphony* by Elizabeth Adams. The author of this book relates her own struggle in not being accepted in social situations. Many teen-agers acquire a respect for the colored because they learn that their home training is often very thorough and extremely cultural. Elizabeth Adams fills her readers with the spirit of accepting others no matter what their color is. Along with this book is the story of George Washington Carver, our American scientist. Boys and girls do appreciate people who spend their lives improving conditions for humanity, but they do not always place these facts in relation to the personal benefits they receive from someone else's labor. Often it is necessary to point out these principles for the students to recognize and class discussions will aid in doing this. The fact that these books are about real people ought to be emphasized because they are worthy of imitation in the integrity of their lives, their self-sacrificing spirit, and in their perseverance.

Although it does not have any literary value, an emotional novel that ought to make any teen-ager aware of the inferior feeling that predominates in the Negro is *The Dove Flies South*. This phantastic story appeals to youth and at the same time reveals the all too common relationship between white employer and black employee. The simplicity and docility of

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next to me seems a little frightening. After a few minutes meditation that under the skin we are all the same, that senseless feeling leaves me, and I feel proud to think I might have a chance in some way of strengthening relationships between black and white or any other race."

Influence of Parents

Race prejudice is probably one of the most distorted attitudes prevalent in the world today. The high tension running through so many people breaks out every now and then over some slight issue, and disaster is too often the only result. Young people are very susceptible to prejudice if they are exposed to it, and we realize

the average Negro accepting his plight is refreshing while the stubborn, unjust prejudice of the white man is rather disgusting. The young are quick to catch the change of attitude when the white man is changed to black. This draws strongly on the emotions of students and forces them to feel for others as they would feel for themselves. Other books that will lead teen-agers to place themselves in the position of the other person and show them correct reactions are: Seredy's *Singing Tree* which illustrates how the disasters of war may urge us to help other nationalities, and in doing so find the real value of their worth. The strong inclination of the teen-ager to be "in" with the group sustains the sympathy of the reader as he follows Ronnie in *All-American* by John R. Tunis. This hero not only learns tolerance but spends himself in the cause of a Negro teammate. Other examples that demonstrate an appreciation of the worth of different peoples are: *Great Tradition*, Allee; *Stand Fast and Reply*, Davis; *Wagon to the Star*, Meese; *Cry, the Beloved Country*,

Paton; *Bend in the Road*, Raymond; *Song of Tomorrow*, Simon; *Yea! Wildcats*, Tunis; *Lost Boundaries*, White; *Lad of Lima*, Windeatt.

Teacher's Procedure

After the teacher has jotted down the names of pupils who respond resentfully during a class discussion, she may encourage them to read any of these books. Just a remark, "I think you would like this," will be enticement enough. If possible it is well to get the person's reaction when he returns the book and offer him another. Occasionally let the students write their opinions to see whether they have realized the correct principles. Such discussions, interviews, and reports are very effective in discovering the teen-agers' needs. The teacher cannot help students until she understands their feelings and ideas. If she knows these even a little, she can assist them in recognizing the traits that should improve their relations with others.

As teachers we would be very foolish

to believe that one or two lessons in converting a principle into a living action would be sufficient to cause all students to accept it as a rule of life. Many young people are slow to grasp the idea that a full rich life does not necessarily mean a successful life in terms of money only. They must see happiness or unhappiness lived in the lives of real people and this can be done partially through reading. Literature has so many possibilities of contributing to such personal development in the student that the English teacher must be on the alert to enrich the lives of students by giving them one of the best means of knowing ideal human relationships. Here reading may substitute as a guide in leading a child through vital experiences that will prove that happiness depends upon the inner dispositions of a person and not upon the accumulation of wealth. Wholesome living will become attractive to students through the examples of real men and women, and they will reach out for those qualities which they admire in others.

A Map Taught Many Subjects

A rather unique map was displayed, last summer, at an educational workshop at Mary Manse College, Toledo, Ohio. It was the work of the children of grades 5 to 8 inclusive, of St. Patrick's School in Toledo. The teacher in charge of the project, one of the daughters of St. Ursula, had a problem. She was expected to devise something to commemorate the Marian Year and also the centennial of the Ursulines in Toledo. Her project included both of these objectives and added reviews and practice in various subjects, especially in geography.

The geography of the United States was chosen for the basic material for all grades, since in our course of study the geography of the United States is matter for grades five and seven. In order to give the children a thorough review of our nation, we decided to make a large map. Each state on the map would be an individual booklet containing geographical information of that state plus items of general interest.

Plan of the Map

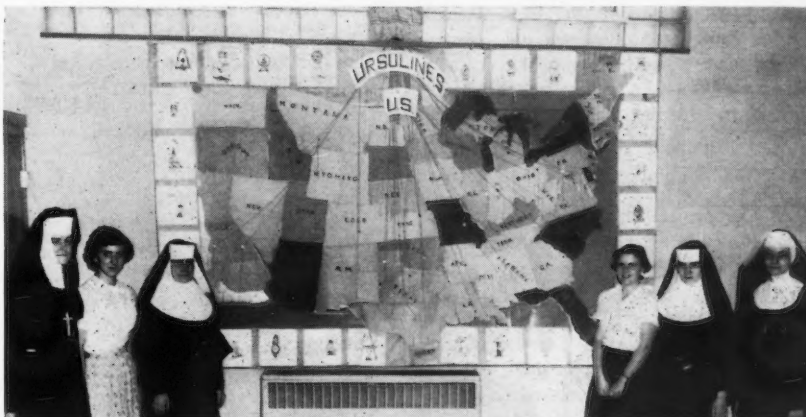
On a large piece of wrapping paper, about 96 inches by 144 inches, a map of the United States was drawn according to scale. This was done by means of squaring off the paper on which a small map was

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drawn and correspondingly squaring off in much larger squares the paper on which the large map was to be drawn. The squares

on each paper were numbered; the lines found in square No. 1 on the small map were enlarged and fit into square No. 1 on the large map. This method did not prove too difficult for even the youngest children. When the drawing of the large map was completed, the outline of each individual state was traced with a piece of blue chalk. Then as a piece of newspaper was pressed on each state outline, the blue chalk transferred the shape of



The map made of state booklets was a center of attraction at the summer workshop.

State	Dedication	Reason	State	Dedication	Reason
New York	Queen of Martyrs	Shrine of North American Martyrs	California	Gate of Heaven	Golden Gate
Maine	Holy Mother of God	Main title of the Blessed Virgin	Maryland	Comforter of the Afflicted	Abbreviation "Md."
Ohio	Queen of Peace	Where we live in peace	Georgia	Refuge of Sinners	History of its founding
Illinois	Health of the Sick	Abbreviation "Ill."	Colorado	Tower of David	Pikes Peak
Arkansas	Ark of the Covenant	Abbreviation "Ark."	Texas	Morning Star	"Lone Star State"
Kentucky	House of Gold	Fort Knox	Delaware	Queen of Patriarchs	First state to ratify the Constitution
Indiana	Seat of Wisdom	University of Notre Dame	Virginia	Queen of Virgins	Its name
			West Virginia	Virgin of Virgins	Its name

the state to the newspaper. The state was then cut out of the newspaper and used as a pattern for that state. From that pattern a child cut several copies of the state. One copy was used for a political map, one for a product map, and on the following pages was to be written the information the child found concerning that state.

The State Booklets

For each state booklet the child followed a required outline. His information was secured from his geography text, the encyclopedias in the classroom library, and from printed matter which he requested from the state capital and from the chambers of commerce in important cities of the state. The required outline consisted of the general geographical interests, such as: location, surface, capital and other important cities, industries, rivers, means of transportation, and people. A short history of the state was written; shrines dedicated to the Mother of God were recorded, as well as places in which Ursulines have foundations. When all the material was collected and arranged in order, a booklet cover, the shape of the state, was cut from construction paper and the material on that state was stapled together.

The original wrapping paper map was cut out and pasted to a large cardboard carton. Each booklet was fastened with heavy common pins to its proper place on the map, and thus it fit well into its place in the jigsaw puzzle. That portion of the cardboard which was not covered by the map was painted with blue enamel; this gave a finished effect to the background and supplied the sea blue for the Atlantic and Pacific Oceans.

The Dedications

As the project progressed, it was decided to dedicate each state to the Blessed Virgin in a special way. The 48 invocations in the Litany of Loreto provided the means of dedication. The symbols of the Litany produced by Our Lady of Grace Society were adapted to the shapes of the states. The symbols were placed on sheets of paper of a uniform size, and mounted on our Lady's blue. These states and

symbols made the border for the map.

It was difficult to make each invocation perfectly applicable to each state but the pupils endeavored to do what they could. The children took great pleasure in making contributions, such as those shown above.

The Ursuline Theme

The coat-of-arms of the Ursuline Nuns of Toledo was enlarged and burned on a piece of plywood. From this plaque which was centered at the top of the map streamers of gray yarn were suspended. These streamers stretched to the states in which the daughters of St. Angela teach. Each streamer was terminated by a star for "Those who instruct others unto justice shall shine as stars for all eternity."

For the Six-Year-Old

Religion in Rhyme: An Action Poem

Sister M. Paulette, V.S.C.

Mother Mary Mission
Phenix City, Ala.

Girls:

Why did God come down to earth
That first glad Christmas day?

Boys:

Just because He loves us.

Girls:

Why did God hang on that cross
And die that pain-filled way?

Boys:

Just because He loves us.

Girls:

And why is God with us still
Behind the Golden Door?

Boys:

Isn't it because He hasn't stopped —
He loves us more and more.

Accompanying Actions:

come down — heaven to earth motion.
Just because — crisscross hands over heart.
cross — hands outstretched horizontally.
golden door — twist of hand (semblance of turning key).
loves us more — hands over heart, smiling upturned face.

ST. ISIDORE THE FARMER

Thousands of requests from priests, Sisters, and rural people have been received at the national shrine of St. Isidore, headquarters of the National Catholic Rural Life Conference, 3801 Grand Ave., Des Moines, Iowa, for the novena booklet and devotions in honor of St. Isidore.

God Sees and I See: An Examination of Conscience for First Communion

This project is begun from six to eight weeks before the children make their First Holy Communion. Little minds and hands are eager to do the work which this requires. The larger part of this work is review work.

We begin by covering a large bulletin board, blackboard, or wall with a large piece of white paper. Newsprint is good, but heavier paper will hold up better as much work will be done before the project is completed. With the exception of the caption, "God Sees and I See," and the symbol of the Trinity, the paper is blank.

The first lesson consists of an explanation of the symbol and the words. During the art class, symbols may be cut and mounted on appropriate colored paper. These may be displayed in the room or taken home for each child to explain in the family circle. The art periods during these weeks may well be given over to this project.

It may be of some help to the reader to outline the work that follows under a general heading, "God's Love Stories." All through the days of work on this unit, we shall refer again and again to God's Love Stories. These love stories are first, Creation; second, Bethlehem; third, Calvary; and fourth, Our Lord's Resurrection and ours. God's love for us may be fully explained in these four wonderful love stories.

Creation

This, no doubt, will be of special interest to the children as these stories and lessons have been studied before, and it is great fun to give back what one knows.

God loved us so much that He created a world in all its beauty just for us and for me—beauty and grandeur that only a God could prepare for His creatures. Step by step these initial lessons are discussed and reviewed. The daily art lesson will be a joy, for *making* what God made is an exciting experience. The first day God made the world, and so on through the days of creation. As this is review work, the class may be divided into groups for the drawings. One group draws, colors, and cuts out the sun, another the stars, and so forth. When these are ready, the all-

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absorbing question is: Which one will go on the frieze? You will find no hard feelings in your choice if the children are allowed to assist in making these choices. These favored ones may then paste the pictures on to the large chart. The other drawings will be posted in the classroom for a few days. One day may be given over to the animal story. Different species of animals are discussed, made, and posted. In completion the lesson on man is taken and God's first love story is complete. At this point the words "God made me to know Him, to love Him, and to serve Him," are printed over the creation scene. Excitement runs high when the children see the results of their work. One section of our frieze has come to life.

Immediately following this, comes the story of man's fall and God's promise of a Redeemer and the years of waiting. These years of waiting may be summarized in a few well chosen stories which children love. Old Testament stories which show the longing of men's hearts for higher things—the anxious waiting of Adam and Eve themselves, the stories of Abraham, Moses, and Joseph are among those that aptly illustrate how the promise of the coming Redeemer was kept alive in the hearts of men. These stories are not shown on the main chart but are used to show the children that many years went by before Jesus came. They bridge the gap between the fall of man and the second love story.

Bethlehem

This story begins with the explanation of how God kept His promise and in time He saw fit to send His divine Son down to earth. Again the art period is given over to picturing the birth of Christ and the infancy of the God-Man. The chart work need not picture all the details but only the stable, the crib, and the star, or whatever else one sees fit to include.

Calvary

The third love story, the suffering and death of Jesus, will hold the children's interest and love for the next few days. Picturing the crucifixion is all that is needed for the chart. All this is good review of Christian doctrine and the background necessary for an examination of conscience. This review, from Creation to Calvary takes from two to three weeks. About a fourth of our chart has been completed.

Examination of Conscience

At this point I give the children three words to remember—Home, Church, School. These three words comprise a child's way of life at the age of six and seven.

An entire week is given over to the discussion of duties toward parents, brothers, sisters, and to one's self. During this time our homes are "rebuilt" and are added to the chart. During the actual "rebuilding" of the home, the class may again be divided into groups. One group illustrates the home, another trees and bushes, still another cut out fences, birdhouses, and whatever may be used to make our homes more attractive. Several homes may be used as the entire middle section of the chart is for the Home, Church, and School theme, around which the examination of conscience centers since it also includes the Ten Commandments.

The following week the parish church is erected and the duties toward God are discussed. This brings us to the first three Commandments. One at a time the Commandment is printed over the church with a simple aid to the searching out of possible failures. This day-by-day procedure makes the memorizing of the Commandments a rather simple and joyful affair.

The examination wording I used comes from the excellent little book *The King Comes* published by Father Francis, 1501 S. Layton Boulevard, Milwaukee, 15, Wis.

IV. Resurrection

The culminating love story is the most longed for, the Resurrection of Our Lord and ours. The tomb of the gloriously

risen Christ is added to the frieze, and the highest peak of excitement is reached when heaven is attained by all. If one wishes, little faces may be added to the heavenly scene making the lesson very practical.

Conclusion

As a final act of love, sorrow, and gratitude each child draws a flower somewhere along the path, signing his or her name below it when the Act of Contrition is fully mastered. These are called our love flowers.

The project is completed but may remain in full view for many weeks to come because of very decided little voices pleading; "Please, Sister, do not take it

down yet."

This type of work can be done with a summer class by limiting the procedure to essentials. The Home, School, Church method is especially useful while teaching these short course classes. I have found that posting the chart which was made during the school year, a very valuable method of helping children with their examination of conscience. Having the Commandments written out and before the eyes of the little ones makes it easier to teach God's laws during the few days usually allotted such summer schedules.

I have found this project most interesting and, what is still better, very helpful in the teaching of an examination of conscience.

The Birds Are Coming



These pictures show children of the third grade at St. Mary's School, Janesville, Wis., with their spring projects. They studied birds and made bird cages, birds in soap sculpture, bird houses, posters, and other objects with a bird theme. Sister M. Ernestine, O.P., is their teacher.



A Reading Device

Sister Helene, S.C.C.

St. Joseph's School

Le Mars, Iowa

Each year I tried to plan a new way of dividing my first grade into three reading groups. One year I formed them into groups of cars: blue, the first group; green, the second group; and red, the third group, which was the slower group. The blue cars went at unlimited speed and had first choice to the "supplementary books." The green cars kept going smoothly but were always somewhat in the rear of the blue cars. Those represented by the red cars were, as the term signifies — slower reader. These needed more help and attention. The latter two groups could advance themselves by trying to catch up to the better group and thus becoming a different car. This alone created much enthusiasm among them.

These cars were obtained from the local car dealer and were cut out and mounted against an attractive, realistic background consisting of artistic scenery as shown in the picture. The child's name appeared below the car to which he belonged.

A very large car was mounted and made to stand opposite a policeman. The policeman and car had a small box attached to the back into which one inch square tickets were placed. When a child read well, he was permitted to take a ticket from the car and place it into his envelope which was attached to a large bulletin board. If the child did not read fluently and with expression or needed help in any way, he had to forfeit a ticket. This was punched and placed into the policeman's box. The goal was set for 25 tickets at first, later the number increased. A reward was given to those who had the required number of tickets. The reward for the reading group happened to be a car of the exact likeness in postal card size. These cards were furnished by the same dealer.

THE SPOILERS

Our childhood years
Are filled with woe.
For every wish
A parent's "No!"

The boy turns man
And still no rest,
For now he "noes"
His son's request.
— Father Gordon Gilsdorf

Mary Comes in May: A Reading for Primary Grades

A long, long time ago a beautiful Lady lived on this earth. She lived in the little town of Nazareth. One day an angel came down to whisper a secret to this beautiful Lady. Before he went back to heaven, he told her that her cousin Elizabeth was sick. Right away the beautiful Lady made up her mind to go to visit her cousin.

Elizabeth lived in another town some distance over the hills. The beautiful Lady had to walk all the way, and so it took her several days to get to her cousin's house.

Our Lady's Journey

When the beautiful Lady started on her journey, the air was chilly and damp. All the birds and flowers were still asleep. Even the grass was brown and dead looking. But soon everything began to change.

The sun came out and chased away the dark clouds and sent his sunbeams down to light the Lady's path. Warm winds whispered something to the birds and they began to sing. The flowers, too, opened their eyes and showed off their brightest colors. And on the ground the grass grew soft and green. The sun, the birds, the flowers, and even the grass—all came to life because they knew the beautiful Lady was Mary, the Mother of God.

Now Mary saw how all the things of nature changed as she journeyed over the hills and her heart was very happy. She knew that the sun and the wind and the birds and the flowers came out to sing a song of welcome to her because she was to become the Mother of Jesus, our Saviour. Mary was so happy that when she reached the home of Elizabeth she sang the sweetest song the world has ever heard—a song of thanks to God, the Father.

Mary's Month

All these wonderful things happened in the spring a long time ago. Tell me, what month of spring do you like the best? Is it not the month of May? I think so. That is why every year God makes the world lovely with the beauty of spring in the month of May. For He knows that May is Mary's month.

Each year when May comes round, I always think the door of heaven opens and the beautiful Lady steps out. She is going on another visit. Once more the

Felix Frost

earth welcomes her. The sun grows warm in May and the grass gets green again. The birds seem so happy and the flowers are bright with blossoms. They know that Mary always comes in May and they try hard to make her month beautiful.

Of course, Mary enjoys all these nice things. But she loves you and me much more than all the other wonders of the earth. The real reason Mary comes in May is not to hear the songs of the birds or to see the colorful flowers. No, the real reason Mary comes in May is to visit you and me, her children. And so, the songs she loves the best are the songs her children sing to her. The flowers she delights to see are those before her shrine.

Welcome to Mary

This year in May you too can welcome Mary. Be a little *sunbeam* and make the earth bright for Mary. You are when you are friendly and kind to other people. Be a little *flower* and make her path beautiful. You are when you keep yourself clean and neat. Be a little *bird* and sing her praises. You are when you pray to Mary, especially at her shrine. Welcome Mary, then, by being a good child in everything at home, at school, and all day long. That is the best way to make her happy when she comes to visit you in May.

Mary likes to see boys and girls pray and work and play together. She is glad when she sees children behave themselves and do things right. These are the children who make Mary welcome, because they always make her think of her Son Jesus when He was a little boy.

Rev. Henry J. Klocker, assistant national secretary of the Catholic Students' Mission Crusade, in a recent series of addresses to high school students in the Diocese of Nashville, said: "We cannot occupy ourselves with trivial enterprises and accomplishments when Communists and secularists are winning victories on national and international levels." He hopes for a mission program that will help prepare American Catholic youth for the task of restoring the Catholic Church to spiritual leadership in the world.

A Symbolic Picture for the First Communion Class

Sister M. Pauline, O.P.

Holy Angels Academy
Seattle 7, Wash.

Draw and cut. Color hair golden yellow, dress tints of gold on white, eyes and flowers blue, chalice gold and yellow, skin flesh color. Place the feet of the Child Jesus on the rim of the chalice.



Special Education Courses at Catholic Summer Schools

Catholic University of America Washington 17, D. C.

Courses available for graduates and undergraduates on fundamentals of education, educational psychology, administration, secondary and elementary education, guidance, history of education, higher education. For catalog or information address the Registrar.

Special Workshops will be conducted, June 10-21, as follows: 1. Problems of administration in the American college. 2. Communication arts in the Catholic secondary school. 3. Language arts in the Catholic elementary school. 4. Individual differences in elementary and secondary school children. 5. Implementation of clinical instruction in medical and surgical nursing. 6. Art in Christian education. 7. Specialized activities in music education.

The sixth annual *Minor Seminary* conference will be held, May 13-15.

Georgetown University Washington 7, D. C.

1. *Institute for reading improvement*, for secondary teachers—lectures, demonstrations, laboratory practice, projects, round-table discussions. June 20-July 1.

2. *Methodology for language teaching*—introductory and advanced seminars in methodology of foreign language teaching, linguistics and conversational classes, use of tape recordings in one foreign language. June 20-August 12.

3. Twenty-eight courses in the *Linguistics Institute*—a joint project of Georgetown University Institute of Language and Linguistics and the Linguistic Society of America. June 20-August 12.

Mt. St. Mary's College 12001 Chalon Road Los Angeles 49, Calif.

Conducted by Sisters of St. Joseph of Carondelet. Sister Rose de Lima is the dean. A 5-week session will be held, June 27-July 30, and a 6-week session, June 27-August 5.

Art Workshop, June 27-July 30. (2 sem. hrs.) Industrial arts for the elementary school.

Elementary school curriculum, June 27-July 30. (4 sem. hrs.) A refresher course. Problems of social studies analyzed and preparation of units of work.

School and community relationships, June 27-July 30. (3 sem. hrs.) Five types of studies surveyed, beginning with the Hebrews. Emphasis on the Southwest.

Psychological foundation of education, June 27-August 5. (3 sem. hrs.)

Loyola University of Los Angeles 7101 West 80 St. Los Angeles 45, Calif.

Conducted by Jesuit Fathers, Rev. Darrell F. X. Finnegan, S.J., is chairman of the department of education.

Diagnostic and remedial reading. (3 sem. hrs.) Elementary and high school. A workshop or laboratory course to accompany the classes will provide 3 additional sem. hrs. of credit. Each member of the group will work with one or two retarded readers.

Workshop in human relations. (6 sem. hrs.) Basic skills in intergroup education.

Workshop in guidance and counseling. (2

sem. hrs.) For graduates and teachers interested in counseling. Enrollment by permission of the instructor.

Leadership in student activities in secondary schools. (2 sem. hrs.)

University of San Francisco San Francisco 17, Calif.

Conducted by Jesuit Fathers. Summer session, June 22-August 3. Rev. Paul J. Harney, S.J., is director of the summer session. Courses in education, liberal arts, science, and business administration.

Workshop on reading, June 27-July 8. (2 units).

Workshop in play production, June 22-August 3. (4 sem. units). Supervised work of actual play production.

Library workshop on book selection for curriculum needs, July 11-22. (3 or 4 sem. hrs.) For teachers and librarians.

Dominican College of San Rafael San Rafael, Calif.

Conducted by Sisters of the Third Order of St. Dominic. Sister M. Richard, O.P., is director of the summer session.

Workshop in elementary education. Teaching procedures and enrichments of the language arts program. Observation of three groups of children in grades 1, 3, and 5.

Confraternity of Christian Doctrine leadership. Apostolate of the C.C.D.—C.C.D. methods of teaching religion in elementary school and in junior and senior high schools.

Mundelein College Sheridan Road at the Lake Chicago 41, Ill.

Conducted by Sisters of Charity of the Blessed Virgin Mary. Summer session, June 29 to August 4. Courses of special interest are: 8:30 to 10:15 a.m.

Educational psychology, home economics, the teaching of home economics, music.

10:20 a.m. to 12 noon

Curriculum and methods of the elementary school. Includes social studies and the language arts exclusive of reading. The teaching of English.

Saint Xavier College 4900 Cottage Grove Avenue Chicago 15, Ill.

Conducted by Sisters of Mercy of the Union. The Saint Xavier College Center for Liberal Studies in Education announces the third annual summer session of the *Institute in Curriculum and Teacher Development* in co-operation with the Dominican Fathers of the Albertus Magnus Lyceum for Natural Science, June 22-August 3.

Four Workshops

1. *Theology and philosophy* in relation to the liberal arts curriculum; 2. The organization and unity of the *Social Sciences*; 3. A contemporary theory of the *liberal and fine arts*; 4. The organization and the teachings of the *natural sciences*.

Participation in these workshops is open to a limited number of administrators and teachers from colleges and from elementary and secondary schools other than the Saint Xavier school system. Fellowships are available.

Committees on Curriculum

The summer session offers also three committees on curriculum development—elementary, secondary, and college.

De Paul University 64 East Lake St. Chicago 1, Ill.

Conducted by Vincentian Fathers. There will be an evening summer session at the downtown college, 64 East Lake St., June 13-Aug. 3. There will be two day summer sessions. The first will be at the downtown campus, and at the Northside campus, 2322 N. Kenmore Avenue, June 27-Aug. 3. The second session will be only at the Northside campus, Aug. 4-Sept. 2. The registration days, in all cases, precede the opening date for classes.

The following courses are among the many offerings of interest to teachers which will be offered at the first of the day sessions: *Methods of teaching* in the Elementary Schools; *Classroom organization and management*; *Children's literature and reading interests*; *Arts and crafts workshop* for elementary teachers; *Reading readiness and beginning reading*; *Teaching of religion* in the middle grades; *Teaching of reading* in the intermediate and upper grades.

Saint Joseph's College Collegeville, Ind.

Conducted by Fathers of the Society of the Precious Blood. Rev. Edward A. Maziarz, C.P.P.S., dean of the college, says that, although the school is a men's boarding college, the summer sessions are conducted principally for Sisters. Special courses offered are:

Theology—a 4-year summer session leading to a certificate or B.A. if catalog requirements are fulfilled.

Quantity cooking and laboratory—for Sisters.

Physical education—for Sisters. There also will be the usual courses for elementary and secondary teachers.

Saint Francis College 2701 Spring St. Fort Wayne 8, Ind.

Conducted by Franciscan Sisters. Sister M. Rosanna, O.S.F., is the dean. A 3-week session will be held June 9-29, and a 6-week session, July 5-Aug. 13. Courses of special interest to teachers:

Principles of guidance and counseling; *Children's literature*; *Introductory mathematics for teachers*; *Ethics*; *Philosophy of education*; *European history*.

Saint Mary's College Notre Dame, Ind.

Saint Mary's College, conducted by Sisters of the Holy Cross, is celebrating its centennial. From June 21 to July 29, it will conduct a *Sabbatical Summer Session* devoted to Holy Scripture and Theology. Courses will be given by priests, Sisters, and lay professors.

The graduate school of sacred theology offers: *Old Testament—Didactic books*; *New Testament—Acts and Epistles*; *Moral Theology—Law and Grace*; *Fundamental Theology*

(Continued on page 42A)

The 52nd Annual Convention of the National Catholic Educational Association

I. GENERAL SCOPE AND CHARACTER OF THE MEETING

The fifty-second annual convention of the National Catholic Educational Association was held in Atlantic City, N. J., April 12-15, 1955. It was reported that 12,000 persons attended the convention. Parading the boardwalk were not the vain styles of the post-Easter week, but the multifarious and diverse garments of the religious communities—a very happy and joyful group. The less interesting and more uniform dress of priests and laity made for contrast. There were at least three bishops on the program, but they did not appear in all their splendor. Archbishop Binz of Dubuque was a dominant figure throughout the convention, and made the concluding address at the convention. Bishop Wright of Worcester, Mass., spoke to a packed audience of the Secondary School Department. Bishop McNulty of Paterson, N. J., spoke on the "Memorandum of the Sacred Congregation of the Council regarding Religious Instruction in the United States of America," before the most important meeting of the Seminary Committee of the National Center of the Confraternity of Christian Doctrine. There were also meetings of other associated groups: the National Catholic Kindergarten Association with its large and enthusiastic meetings, the Catholic Audio-Visual Educators, and the Catholic Business Education Association. It was especially noted the part the Brothers are playing in the Secondary department where their influence is dominant and the large part they play in the College department.

The Extensive Exhibits

The scope of Catholic education is indicated by the extent of the program and perhaps even more particularly by the hundreds of exhibits of everything used in schools, and buses to get to school. This is a practical instruction in the materials and instruments of school life, classroom management, and on certain aspects of administration that could be secured so effectively in no other way in so short a time. Even the nuns' bags of souvenirs, samples, and whatnots are not without their value.

4,000,000 in Catholic Schools

A problem receiving considerable attention was the continuing increase in enroll-

Edward A. Fitzpatrick

Editor, Catholic School Journal

ments, and the consequent need especially of lay teachers. The enrollment in Catholic schools of all levels has passed 4,000,000 and it was estimated would exceed 5,000,000 by 1965. There were approxi-



Most Rev. Joseph E. Ritter,
Archbishop of St. Louis, the new
President General of the N.C.E.A.

mately 3,200,000 in elementary schools, 575,000 in high schools, 250,000 in colleges and universities, 30,000 in seminaries, and 7000 in teacher training institutions.

The Theme of the Convention

As has been customary in the past, the theme for the convention was selected. It was "Realizing our Philosophy of Education." At least 12 papers were given or read presumably on the topic. The only realization that resulted particularly from the main discussion was the confusion there exists in what is called "the" Catholic philosophy of education, and the remoteness of the discussion of a Catholic philosophy of education as presented in the

convention from the actual work of those who carry the day-to-day burden of Catholic education. But more of this anon.

The Main Divisions of the Program

The major divisions of the programs are under departments who determine them. The departments are the Major Seminary, the Minor Seminary, the College and University, the Secondary, the Elementary, the School Superintendents (which has a dinner meeting), and the Special Education department. The Seminary departments are concerned primarily with the practical problem of the institution, much of it this year on a discussion basis of topics rather than on formal papers, though there were some. There were joint meetings and luncheons of the Major and Minor Seminaries. The problem of vocations received considerable attention in the Vocations Section, in a special panel discussion on fostering vocations for the Sister-teachers in elementary, and in secondary schools, in colleges, and in nursing schools. There were meetings, too, of the Diocesan Vocational Directors clarifying their function and dealing with the general topic of fostering vocations. The scope of the work of the College department is indicated in the committee report, the conference of presidents, the conferences of deans, the meetings of the committee on nursing education, the committee on Sister formation, the committee on graduate study, and the section on teacher education. What was supposed to be a highlight of the convention was not, in the joint meeting of the American Catholic Philosophical Society and the College and University Department. This will be considered a little later in our discussion of the theme of the convention.

The Secondary School Program

The Secondary School Department attempted to carry out most completely the theme of the convention. Bishop Wright in a speech enthusiastically received laid the basis in his speech on "The Philosophy and Objectives of Catholic Secondary Education." The department broke up into three sectional meetings, which met simultaneously, one on religion, one on administration, and one for the classroom teacher. In these smaller groups the realization of our Catholic philosophy through the various subjects were the topics of discussion.

The Elementary Program

The Elementary School Department had a paper on the "Philosophy of Catholic Education as it Affects the Classroom Teacher" and two one-hour sessions as it influences administration: the superintendent, the supervisor, the pastor, and the principal. This department had also meetings of the supervisors, and a special meeting on the "personal and vocational guidance by the classroom teacher."

The Problems of Special Education

The problems of special education have never been presented so comprehensively as they were at this convention. Its broad meaning is indicated by the scope of this Department—one of the major divisions of the Association. It included, the juvenile delinquent and his re-education, the techniques and psychological basis for the training of the multiple and severely handicapped noneducable child. It dealt with groups we are familiar with in ordinary classes, the deaf and hard-of-hearing child, the speech defective, the blind. It included the gifted as well as the subnormal child. There were discussions of slow learners, remedial reading, the re-education of delinquent girls, and the educationally disturbed child. There were two panel discussions of the problems of resident and day schools, and of home visiting.

Indirect but Conclusive Reply to NEA Attack on Private Schools

Two of the major problems of the day were not formally discussed: the desegregation issue now in the formative stage of its practical policies, and the amazing attack on private schools by the Educational Policies Commission of the National Educational Association. On the latter subject, however, is Archbishop Binz's general reply to it in a spirit that was Christian and conclusive. Comparing the two statements, one might say, "Such is the difference of our spirits." Archbishop Binz said about our relation to public schools and to patriotism:

"I would like to think rather of our diversity as a source of strength. It seems to me that our diversity in the field of education should be a powerful benefit in the contemporary American scene. Catholic schools and public schools each have their contribution to make to the national strength and security. They must never forget that they are partners in a great enterprise. In the total picture of our philosophy of education patriotism looms large as one of the strongest arguments in favor of religious schools. The Declaration of Independence has been called in truth a declaration of dependence upon God. It proclaims rightly that man is endowed by the Creator with unalienable rights. There can, therefore, be nothing more fundamental than to understand our relationship with God.

"The Constitution continues this theme. It declares the purpose 'to establish justice' and to 'insure domestic tranquility.' Take away

Message From The Holy Father to the National Catholic Educational Association

The Holy Father gratefully acknowledges the devoted message sent to him by the National Catholic Educational Association on the occasion of its annual meeting. His Holiness as a pledge of the illuminating divine grace for your important deliberations cordially imparts to His Excellency Archbishop Binz, to the assembled delegates, and Catholic teachers His Paternal Apostolic Blessing.

Signed: MONSIGNOR DELLACQUA
Substitute Secretary of State

April 13, 1955

the Ten Commandments; and you have left an insecure foundation for home and family, for private virtue, for public decency, for respect for authority, for order among the nations, or for a return of true peace.

"That was the viewpoint of those who founded our nation so well. The Northwest Ordinance declared: 'Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.'

"George Washington, the Father of our Country, made a similar declaration in his Farewell Address. He said: 'Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. And let us with caution indulge the supposition that morality can be retained without religion.'

"We have problems ahead, of course; and one of them is the fact that our motives will all too soon be mistaken. It is a tragedy that disparate groups have many times seemed quite unable to understand one another. It is as if they spoke a different language. Do they lack the charity or the patience to try to understand each other? Or do they lack the openmindedness necessary as a prerequisite for mutual understanding and co-operation?"

II. THE THEME: REALIZING THE CATHOLIC PHILOSOPHY OF EDUCATION

The central theme of the convention, "Realizing the Catholic Philosophy of Education," was a subject worthy of discussion, but one wondered at times what the significance of "our" was. The keynote speech of the convention was by Dr. Vincent E. Smith, a professor of philosophy at the University of Notre Dame. His address was entitled, "The Catholic School: A Re-examination." The form and nature of Dr. Smith's paper was unsuitable for the large audience that listened to it, because of its specialized vocabulary and intellectual gymnastics. It will undoubtedly read better in the Proceedings. The *pièce de résistance* on the theme was the joint meeting of the Catholic Philosophical Association and the College and University Department of the NCEA. It was quite

similar to last year's meeting in which there was no "meeting of minds" and hence, valueless. At no time, was the central theme of discussion "The Child-Centered School" defined. The 12 papers on the theme and some of the discussion hardly sounded like an organized body of knowledge given the name a philosophy of education.

For a background of the main discussion of the theme we would like to place a discussion in the National Catholic Kindergarten Association by a diocesan superintendent of schools (Father O'Neil C. D'Amour of Escanaba, Mich.): He made a surprising statement which was repeated in the joint meeting of philosophers and educators about John Dewey. He said that "not a few" Catholic educators are of the opinion that "it took the work of a pagan philosopher, John Dewey, to awaken Catholic education to truths coherent in its own philosophy." The night before, Father Wade, S.J., had buried Dewey for the "steenth time" at the NCEA—demonstrating that Dewey has more than the proverbial nine lives of a cat. Father D'Amour urged that Catholic educators examine in the light of Christian teaching the "good inherent in progressive education," such as its emphasis on individual dignity and responsibility, the sound philosophy behind the activity method of teaching, the free discipline characteristic of modern education." The *New York Herald Tribune* reported Father D'Amour:

"Members of religious teaching orders," he said, "are particularly responsible for 'a radical misunderstanding' of the family unit, regarding it as essentially 'authoritarian,' patterned after Old World agrarian needs. This concept, he said, has been preserved by Catholics 'in the deep freeze of our self-imposed reactionary isolation' and is a result of 'historic ghetto thinking.'"

For those of us who believe that the function of the school is learning rather than teaching, we read with some surprise, Dr. Smith's statement:

"Among the tools of education, the school has for its precise and proper end that of teaching. In a tradition that surges back through the middle ages to the very beginnings of our culture in Greece and Rome, teaching has always been deemed the primary function of the school. Hence, from the notion of teaching springs the very nature of a school. From an analysis of Catholic teaching there emerges the concept of a Catholic school, not merely in its general outline but in its whole hierarchy of subject and structure.

"What precisely is teaching? What are the teachable subjects, the subjects that belong in the school? What in particular, is Catholic teaching? A confronting of these questions will telescope our discussion of the Catholic School and sight the school within the end of all education: 'to form Christ Himself in those regenerated by baptism.'"

Dr. Smith had preceded this statement with this introductory remark: "Education,

of course, is a much broader term than formal schooling: intellectual virtue, moral training, physical culture, craftsmanship, even learning how to walk and feed one's self—all belong to education, but they do not necessarily belong to the school."

Dr. Smith thinks he sustains his position by reference to St. Thomas' *De Magistro*; and in the discussion of Father Wade's paper, the following evening, he and a priest delegate apparently disagreed on the meaning of St. Thomas' position that self-education, the method of discovery, made the child the principal agent of his own education.

We note the statement that teaching depends on foreknowledge without comment, but we note especially Dr. Smith's definition of what constitutes teaching: "One thing may follow after another, as in history, without following from it, as in a scientific argument; and where a sequence of events or facts is not causal but only temporal or spatial, teaching is neither necessary nor possible."

The application of the analysis is thus stated:

"But apart from the techniques of teaching, the vision of St. Thomas, on at least two counts, can point us to the concrete program of the Catholic school, the home of Catholic teaching.

"First of all, since teaching and learning, as forms of discourse, require a procession from one thing to another, only human reason can be taught. Perceiving one thing after another, our senses do not discourse, and so they cannot properly be taught. Indeed, science alone, with its genuine order where one truth flows from another by an intrinsic connectedness, is perfectly teachable and perfectly a *disciplina*. In other forms of discourse—dialectics, rhetoric, and literature—teaching is possible to the extent that these other modes of reasoning share in demonstration as the imperfect in the perfect. On the other hand, sheer inventories or catalogues where there is no discourse from one thing to another are matters of information requiring perhaps a drillmaster. But they are not the objects of instruction requiring a teacher. If the primary objective of the school is to teach, the primary program of the school should be teachable subjects.

"A second practical conclusion is that moral virtue, individual or social; the manual and fine arts; and gymnastic exercises are not properly teachable subjects because in none of them is there a movement from the understanding of one thing to an understanding of another."

The basic program of the Catholic school will include six subjects or disciplines: "First, the logical arts of right reasoning, intelligent reading, and effective writing and speaking; second, the mathematical arts of reckoning and measuring; third, natural studies; fourth, moral science including what are usually termed the social sciences; fifth, metaphysics; and sixth, Christian doctrine."

The order of learning requires increasing experience and that explains the order of these subjects. However, this does not

From the President . . .

White House, Washington, D. C.

April 6, 1955

Once again I send greetings to The National Catholic Educational Association, on the occasion of its annual meeting.

To meet increased needs, our nation must have—without federal domination—more teachers and more schools. But expanded facilities alone are not enough. Every American concerned with education should think carefully about the aims of education, the kind of training it is desirable for our children to have, the kind of citizens we want our educational system to produce.

To the consideration of these questions, I hope your forthcoming conference will make a valuable contribution. You have my best wishes for a fruitful meeting.

DWIGHT D. EISENHOWER

mean that Christian doctrine cannot be taught in the earlier stages of education, Dr. Smith says:

"But this does not mean that theology must be deferred in the school until all of the other knowledges have been formally completed. Though the knowledge of metaphysical principles, for instance, depends upon our command of the previous stages of scientific knowledge, there is no such dependence of Christian doctrine upon prior sciences. If the principles of theology are the articles of faith, theology can be shared in some minimum fashion by anyone who knows only the Apostle's Creed by way of foreknowledge. The catechism, to be sure, is theology and according to theology's proper order. But it is theology or Christian doctrine shared according to the state of the recipient as theology in a higher form is shared by the doctor of the subject and in a still higher mode by the blessed in heaven."

Do We Have a Philosophy of Education?

One of the interesting side lights of this whole discussion was the occasional statement that there is strictly no philosophy of education, only a theology of education. Our own *Theology of Education* raises the issue. In spite of our continuing distinction between philosophy based on human reason and theology based on revelation, "Our Philosophy of Education" is penetrated in all its aspects by theology. The Encyclical on Christian Education is primarily a document of a theology of education rather than a philosophy of education. It is interesting to note that three speakers who quote the encyclical about the end of education quote different passages with their slightly different emphasis but none were explained or illustrated. Perhaps the most significant passage on this subject was uttered by Dr. Smith:

"Teaching is the communication of order in knowledge, and Catholic teaching is most perfectly itself in communicating, by way of preparation or in some achieved form, that order of wisdom which is theological. Only wisdom can integrate knowledge. History cannot do it because it is not scientific. Prudence cannot do it because it is not universal. The liberal arts cannot do it because they are essentially preparations for something outside themselves. Not even the wisdom of philosophy can integrate Catholic learning as Catholic. What makes Catholic teaching to be Catholic is the order of all teachable subjects to the ordering wisdom of theology. Present in one form or another throughout the whole school structure from the first grade through higher learning, theology can attain something of a scientific estate in the college program where the mind is assimilating other sciences that require a Christian scientific organization."

The *pièce de résistance* was to be the joint meeting of the educators and the philosophers, which we have already indicated was something else. It illustrated well a remark of Dr. Smith at the end of his paper:

"But this is no time for the Catholic school to bask in the glory of its achievements. Our principles of education, in their actual exercise, are not in order because our educationists, on the one hand, and our philosophers and theologians, on the other, have been acting like independent specialists when, in point of fact, there are hardly any other groups that should be teamed into a closer practical harmony."

The distinction of the philosophers and educators was on the official program: The Child-Centered School: Dogma or Heresy? Father Dwyer happily eliminated that part of the title which said "Dogma or Heresy." He didn't think theological terms such as "dogma" or "heresy" were appropriate. Educational differences, particularly on techniques, were not going to permit the designation of the other fellow as a heretic. The gingerly way Father Dwyer treated the term "Child Centered," I fear, might have led some to intimate he might be an educational heretic. But as one listens to him and his reference to the Christian spirit, one thought he had before his mind the "Suffer little children to come unto me and forbid them not for of such is the Kingdom of Heaven."

In any case there was no definition of child-centered school, and the caricature of summarizing Dewey's principles in your own meanings, whatever the words, made it easy to bury him once more—apparently a favorite *divertissement*. Perhaps a word explaining the background of the problem may be helpful. The phrase "child-centered" school was given to the new school spirit from a very famous paragraph in Dewey's "School and Society," published originally in 1900. Dewey said:

"I may have exaggerated somewhat to make plain the typical points of the old education: its passivity of attitude, its mechanically massing of children, its uniformity of curriculum and method. It may be summed up by stating

that the center of gravity is outside the child. It is in the teacher, the text book, anywhere and everywhere you please except in the immediate instincts and activities of the child himself. . . . It is a change, a revolution, not unlike that introduced by Copernicus when the astronomical center shifted from the earth to the sun. In this case the child becomes the sun about which the appliances of education revolve; he is the center about which they are organized."

As thus stated and in its context the child-centered school is here a psychological problem or socio-psychological, and not primarily philosophical and certainly not theological. If one wishes a definite criticism of the unwise application of this concept all one need to do is to go to Rugg and Shumacher's *Child Centered School*, or even Dewey's *Experience and Education*. If we wish to discuss Dewey's statement of ends and objectives of education as inclusive, which all Catholics reject, do that and define the subject, but let us not use any title to bury it "again and again and again."

Unfortunately as was said above there was no meeting of minds and we might even suspect that Father Wade thought the child-centered school as heretical, in view of the final statements that Catholic education must not have anything to do with the child-centered school. The point raised above regarding the psychological problem of the child-centered school was even stronger as a distinction was made between child-centered education and child-centered teaching. What was presumably discussed was child-centered teaching, and this makes the case that was presented even more absurd. Unfortunately copies of the papers were not available for illustrative citations.

Unfortunately, too, space does not permit a comparison of the terminology and the way the classroom teachers and those who bear "the burden and heat" of daily educational practice conceive the problems and the way they are presented in the learned disquisitions of "educators" and "philosophers," but we would like to leave you with the thought.

THE RESOLUTIONS

Nine resolutions were adopted at a general business meeting:

1. That members reassert allegiance to the philosophical and theological principles of Catholic education and plan deliberately to make them operative.

2. Pledging co-operation with the State and White House Conferences on Education, and urging members to participate as actively as possible.

3. To pursue vigorously our role in American education and intensify our efforts at every level to serve our nation under God through our schools.

4. That no teacher be sent into the classroom until he or she is prepared edu-

MSGR. QUINLAN DIES

Rt. Rev. Msgr. Richard James Quinlan, treasurer general of the National Catholic Educational Association, pastor of St. John the Evangelist Church at Winthrop, Mass., and a member of the editorial advisory board of the CATHOLIC SCHOOL JOURNAL, died at the close of the 52nd annual convention of the NCEA.



Rt. Rev. Msgr. Richard J. Quinlan

Msgr. Quinlan was born at Abington, Mass., December 2, 1892. From Boston College he received an A.B. degree in 1915, and A.M. in 1922, and an LL.D. in 1938. From the Catholic University of America he received the degree of S.T.B. in 1920, J.C.B. in 1920, and S.T.L. in 1921.

He taught at Emmanuel College from 1920 to 1925 and lectured at Regis College from 1925 to 1940. He was superintendent of schools for the Archdiocese of Boston from 1925 to 1943. In 1940 he was appointed pastor at Winthrop, Mass., which office he held at the time of his death.

Msgr. Quinlan has been prominent as a Catholic educator during his priestly life. A day or more before his death he was at the 52nd annual convention of the NCEA and attended the annual meeting of the editorial board of advisors of the CATHOLIC SCHOOL JOURNAL. He was a member of the Catholic Historical Association. In 1948 he was chaplain to the Massachusetts House of Representatives. May his soul rest in peace.

cationally, professionally, and religiously for this sublime task.

5. Expressing appreciation to bishops, clergy, and people, and to the devoted religious who have borne the herculean task, to lay teachers (12½ per cent of the staff) who have made possible the passing of the 3-million mark in enrollment in Catholic

elementary schools and an increase of 50.9 per cent during the past decade.

6. Extending sympathy to and prayers for our persecuted fellow Catholics under hostile governments.

7. Expressing joy at the recent recovery of Our Holy Father, Pope Pius XII, thanking him for his interest and blessing, and promising loyalty, obedience, and prayers.

8. Thanks to Most Rev. Bartholomew J. Eustace, Bishop of Camden, host to the convention.

9. Thanks to the President of the United States, Dwight D. Eisenhower. Assuring him of our renewed efforts to produce competent American citizens who in accordance with Catholic educational philosophy couple allegiance to their country with allegiance to their God. Pledging prayers of teachers and pupils that God may guide and sustain him amid his tremendous burdens in this critical hour.

OFFICERS ELECTED

The following officers were elected at the final session of the 52nd annual meeting of the NCEA.

President General: Most Rev. Joseph E. Ritter, Archbishop of St. Louis, Mo.

Vice-Presidents General: Very Rev. James A. Laubacher, S.S., Baltimore, Md.; Very Rev. George A. Gleason, S.S., Catonsville, Md.; Rev. William F. Cunningham, C.S.C., Notre Dame, Ind.; Rt. Rev. Msgr. Joseph G. Cox, Philadelphia, Pa.; Rt. Rev. Msgr. Carl J. Ryan, Cincinnati, Ohio; Rt. Rev. Msgr. Paul E. Campbell, Pittsburgh, Pa.; Rt. Rev. Msgr. Sylvester J. Holbel, Buffalo, N. Y.

CONVENTION EXHIBITS

When Archbishop Binz formally opened the exhibits on the first day of the convention, he graciously welcomed one of the largest group of exhibitors in the history of the annual meeting. More than 1000 exhibitors representing 337 firms manned the exhibits that filled the great Atlantic City Convention Hall.

If the estimated 14,000 Catholic educators and administrators at Atlantic City had come to the annual convention just to visit the great number of attractive and colorful booths, inspect the materials on display, and talk to the exhibitors, their trip would be worth while.

For at the convention there was opportunity to investigate and examine nearly every sort of material that educators and administrators need. Here, too, was the chance to see and meet the well-informed exhibitors and to ask them the questions that help solve problems in every field.

Teachers, of course, made up the great majority of convention registration. They had unparalleled opportunities to view the tremendous number of books, teaching materials, audio-visual aids, typewriters, encyclopedias, magazines, duplicating machines, jewelry and uniforms, photographic

equipment, sewing machines, buses, athletic goods and vocational materials, and every other sort of equipment they need for everyday work. Only time could limit the amount of valuable information that teachers could gather.

For the many Catholic conventioners who are planning new buildings and remodeling old plants, there was more material and information than ever to assist them, ranging from heating and ventilating and thermostatic control systems to glass block, windows, paints, lighting, seating, folding tables for multi-purpose rooms, bleachers, blackboards, and laboratory furniture. The increasing number of these exhibits is concrete proof of the growing commercial importance of Catholic schools.

Truly the exhibits offered a liberal education in many phases of building, operating, and administering schools. Bright, eye-catching exhibits, friendly and well-informed exhibitors with an active interest in fulfilling the needs of Catholic education, and throngs in hard-working educators gave vivid evidence that the annual convention of the National Catholic Educational Association has become one of the major educational meetings in America.

III. CONVENTION THOUGHTS ON CATHOLIC EDUCATION

In the many meetings of the convention, many things were said on a wide range of topics. Some of the more significant available statements, both for their indirect as well as direct value and their raising of issues, were:

The Aim of Catholic Education

Our Catholic philosophy of education therefore has, as its ultimate aim, the formation of the individual, so that he will be capable and determined to labor always for the moral perfection which will result in his eternal salvation. This is clear both from Divine Revelation and human reason. Mary's Son has emphatically instructed us that our striving must be with our whole heart if we are to win eternal happiness; human reason dictates that "we have not here a lasting city" and that the immortal soul cannot be destined for this passing world, nor satisfied with material happiness alone. Human happiness can be measured by its ascent toward the highest good. Therefore, the primary aim of all education can be identified with the purpose for which man was created: to know, love and serve God in this world, that we may be forever happy with Him in the next. — *Rt. Rev. Msgr. James O'Connell, St. John's Seminary*

The Individual Must Not Be Lost in Mass Education

As a concluding observation, may I comment on another principle of vital importance in our philosophy of education. We recognize the individual as a precious entity in the sight of God. His development as a person is our deepest concern. The whole educational process revolves around him and his progress toward the end of all life — The Beatific Vision. We cannot allow him to become lost in the process. And mass education is bringing this about. In many of our larger institutions, the individual is recognized only when he fails or is put on probation. It is difficult for many teachers to identify their own students. What is worse, it is becoming easy for our faculties to direct their efforts at the formation of the mass with scant attention paid to the individual. The sad result is that the individual is left to shift for himself. Perhaps this can contribute to his self-education but there is also the danger that too many may lose them-

selves. Nothing should be left undone to keep in clear focus the sense of individual personality in our students. Our personnel programs should be carefully organized. Guidance and counseling services must be made available to all. Our faculty should participate in the guidance of students with methodical devotedness. Every consideration should be given to the problems of the student. There is no better way to convince him of his value as a person than to show him that respect. He is a delicate subject and we cannot afford to treat him except with great care and paternal solicitude. — *Brother E. Stanislaus, F.S.C.*

Justice to Lay Teachers

There is greater need today of lay participation with the rapid growth of our college population. The administrators of our institutions of higher learning, in their zeal to bring the fruits of Catholic education to as many souls as possible, must so marshal their resources that the sustained collaboration of lay professors within the measure demanded by the dignity of their profession and by the exigencies of their social station. — *Brother E. Stanislaus, F.S.C.*

Betrayal of Children

The philosophy of Catholic education is simply to co-operate with God's grace in the development of the baptismal vocation of each child — that all knowledge is a road to our final destination, our home with the Eternal Father given to us by His own Son, Christ. There is scarcely a betrayal of this teaching that is not detected by a child, so sensitive is he to the accent of truth. There are none more bitter, more bewildered, in later years than those children who have been thus betrayed; they have inherited the false gods of time and been denied the everlasting Kingdom prepared for them from the foundation of the world. — *Rt. Rev. Timothy F. O'Leary, Superintendent of Schools, Archdiocese of Boston.*

(More quotations next month)



The Center of the Exhibition Hall at the Formal Opening of the Exhibits

Catholic Business Education Association

The tenth annual convention of the Catholic Business Education Association was held at the Ritz-Carlton Hotel, Atlantic City, N. J., April 13 and 14. The theme of this convention, commemorating the tenth anniversary of the Association, was: "Aims of the Catholic Business Association." Sister Catherine Maria, C.S.J., St. Joseph's Commercial High School, Brooklyn, N. Y. served as general chairman.

Growth of the C.B.E.A.

Sister M. Dorothy, O.P., in the presidential address entitled: "Growth of the C.B.E.A.," traced the development of the Association from that memorable Friday, November 1, 1945, the Feast of All Saints, to the present day. It began with eighteen representatives of a few high schools in the New York area. This group received from the very beginning a great deal of encouragement from Rt. Rev. Msgr. Philip J. Furlong, at that time secretary of education in the Archdiocese of New York and Very Rev. Msgr. Edw. J. Waterston, principal of Cardinal Hayes High School. They provided the necessary impetus to the movement by their great interest, encouragement, and assistance. The facilities of Cardinal Hayes High School were made available as the first headquarters for the Catholic Business Education Association.

On June 1, 1946, the C.B.E.A. held its first convention. This memorable day in the history of the Association showed that within its 170 members enthusiasm ran high for the Association and that they realized that C.B.E.A. filled a long-felt need. The organization soon came into national prominence, for numerous requests for membership were received from areas outside of that originally planned (New York and surrounding area). It was evident that sectional units should be organized in different parts of the country. Today the C.B.E.A. numbers nine units with about 1700 members. In order to maintain unity of purpose throughout the association it was necessary to draw up a constitution and to formulate definite aims. All this was accomplished by the untiring efforts of its founder members.

In 1954, two units were approved, one the Western Unit including the coast states and the other, the Atlantic Unit comprising the Maritime Provinces. Since our executive board meeting, the Western Unit will be divided into the Northwest Unit and the Southwest Unit. To this latest news we add that another unit has received approval and recognition and its title is Puerto Rico Unit. Besides we have two units in the process of formation, one in Hawaii and the other in Canada.

In glancing through the files we note membership representation from: South America, Canada, Philippines, Italy, Puerto Rico, Germany, and Hawaii. It is not unlikely that in the not too distant future definite units may be organized in these countries making C.B.E.A. an international organization.

Brother J. Alfred, F.S.C.

Memphis 4, Tenn.

A National Organization

As the organization became national in scope, it was decided that regional meetings should be held in each unit, and a national convention each year. The first three conventions were held at Cardinal Hayes High School. The fourth convention was held in Philadelphia in conjunction with the National Catholic Education Association. This was indeed a step forward and it gave the teachers who attended the business convention an opportunity to participate in the N.C.E.A. sessions. Each year, Rt. Rev. Msgr. Frederick Hochwalt, secretary general of the N.C.E.A., graciously grants C.B.E.A. permission to meet in the same city with the N.C.E.A. In his generosity and his sincere appreciation of the work of the C.B.E.A., Msgr. Hochwalt includes our program in the Official Program of the N.C.E.A. Since 1949, the C.B.E.A. has met in Philadelphia, New Orleans, Cleveland, Kansas City, Atlantic City, Chicago, and again in Atlantic City for this convention.

The work of C.B.E.A. in the field of worthwhile projects and activities were likewise covered. These include: Typing Test Program, Workshops, Typing Certificates and Pin Awards, Catholic Views Experimental Testing Program, Curriculum, etc.

Business Education

The keynote address of the morning session entitled: "Place of Business Education in Our Catholic Institutions," was presented by Rev. Martin F. Henneberry, S.J., director of the school of business administration, St. Peter's College, Jersey City, N. J. He emphasized the importance of a liberal arts program in a carefully planned business program. Instead of thinking of objectives of business education we should direct our objectives to "Education for Business." The student should be properly prepared to fulfill the demands of responsible positions in business.

Addressing the convention luncheon Rt. Rev. Msgr. Henry M. Hald, superintendent of schools, Diocese of Brooklyn, spoke on the subject of the "Tenth Anniversary of The Catholic Business Education Association—Its Achievements and Its Possibilities in the Future." After presenting the achievements of the C.B.E.A. in promotion of worth-while projects and activities, Rt. Rev. Msgr. Hald presented two important points. "First of all there should be greater emphasis on training for leadership. We are told they are efficient, neat, polite, and industrious. But we are saddened when we learn that they drag their lives out as bookkeepers, stenographers, typists, office managers, and secretaries. They seldom become bosses.

Perhaps we do not encourage student government enough in our schools. It is through such an organization that leadership qualities are developed. Are we afraid that our controls will be weakened if we permit a student council to function? . . . One will find that the controls will be strengthened, for the student body will feel a sense of responsibility for good administration."

The second point that he stressed was "the necessity of having our students learn the contents of certain Encyclicals in order that they may know how to apply them in present-day conditions. . . . There are many conversations, discussions, and arguments about religion in business offices. They are not about dogmas so much as the Catholic viewpoints in four fields—namely, marriage, capital and labor, Communism, and education. Our graduates are subjected to many inquiries, and they must be able to be excellent apologists if they are trained properly in school."

C.B.E.A. Officers

Brother James Luke, F.S.C., national vice-president, St. Mary's College, Winona, Minn., was toastmaster for the luncheon. Sister Irene de Lourdes, C.S.J., historian of C.B.E.A., St. Joseph's Commercial High School, Brooklyn, N. Y., and Brother J. Alfred, F.S.C., public relations director, Christian Brothers College, Memphis, Tenn., were re-elected to their national offices by the national executive board. Brother Adrian Lewis, F.S.C., Bishop Loughlin High School, Brooklyn, N. Y., advertising manager of the C.B.E. Review, was elected as a member-at-large to the national executive board in recognition of outstanding service to C.B.E.A.

Sectional Meetings

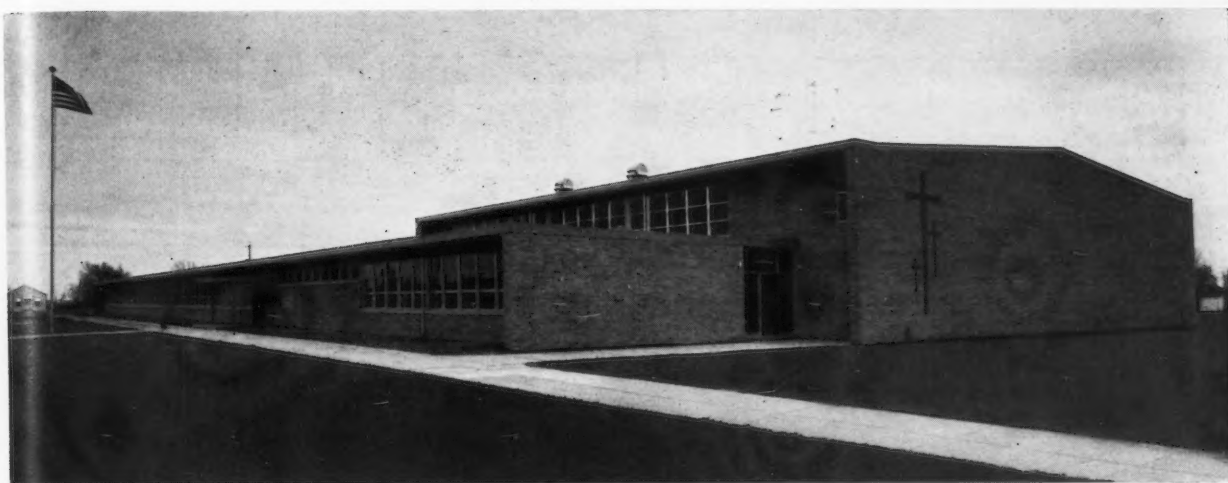
The afternoon sectional meeting for the college teachers developed the theme: An Evaluation of C.B.E.A. Objectives on the College Level. The chairman of this session was Sister M. Athanasia, C.S.J., national secretary, Regis College, Weston, Mass. The discussion leader was Brother J. Alfred, F.S.C., Christian Brothers College, Memphis, Tenn. The members of the panel and their topics are as follows: "Curriculum Changes Influenced by the C.B.E.A.," presented by Brother Ramigius, S.C., Thibodaux College, Thibodaux, La.; "An Evaluation of Business Education Literature," was developed by Rev. Charles B. Aziere, O.S.B., editor, C.B.E. Review, St. Benedict's College, Atchison, Kans., and "The C.B.E.A.—A Guiding Factor in Graduate Courses in Business Education," was discussed by Edmund A. Smith, assistant dean, college of commerce, of the University of Notre Dame.

The high school sectional meeting developed the theme: An Evaluation of the C.B.E.A. Objectives on the High School Level. Sister Irene de Lourdes, C.S.J., St. Joseph's Commercial High School, Brooklyn, N. Y., was the chairman. "Ways and Means of Encouraging Members to Share Their Teaching Skills and Knowledge," was presented by Sister Ann Joseph, R.S.M., Sacred Heart High School, Waterbury, Conn. "Service Aids Provided for Business Teachers," was presented by Brother William, O.S.F., St. Leonard's High School, Brooklyn, N. Y. "The 'Esprit de Corps' of the C.B.E.A. and Its Value to All Members," was developed by Sister M. Geraldine, D.C., Seton High School, Baltimore, Md.

The Fabric of the School

Designed for Utility and Beauty

St. Patrick's High School, North Platte, Nebraska



St. Patrick's High School, North Platte, Nebr., designed by Leo A. Daly Co., Omaha, Nebr. The exterior finish is of buff face brick; the projected cross on the gymnasium wall is of red brick.

St. Patrick's Parish at North Platte, Neb., is justly proud of its new modern high school. The one-story building of steel construction, to accommodate 200 students, about 300 feet in length and 125 feet at the widest point, provides complete high school facilities, including a large auditorium-gymnasium and a cafeteria with kitchen.

The building was planned by the Leo A. Daly Co., architects and engineers, of Omaha, Neb.; Seattle, Wash.; and St. Louis, Mo. It follows a modern trend toward one-story school buildings, since there was plenty of ground space for the building and an adjoining athletic field. Because of a low water table, it was possible to build without a basement.

Construction Materials

The exterior facing is of buff brick and the large projected cross on the windowless wall of the auditorium-gymnasium is done in red brick. A steel plate fascia extends over the main entrance; this is finished in a dark blue-gray with yellow soffit. Large areas of

glass characterize the exterior appearance as a result of the wall-to-wall, aluminum-frame windows in the classrooms, extending to the ceiling.



Main Entrance Detail. Exterior doors are bittersweet; the fascia is finished in dark blue gray, with yellow soffit.

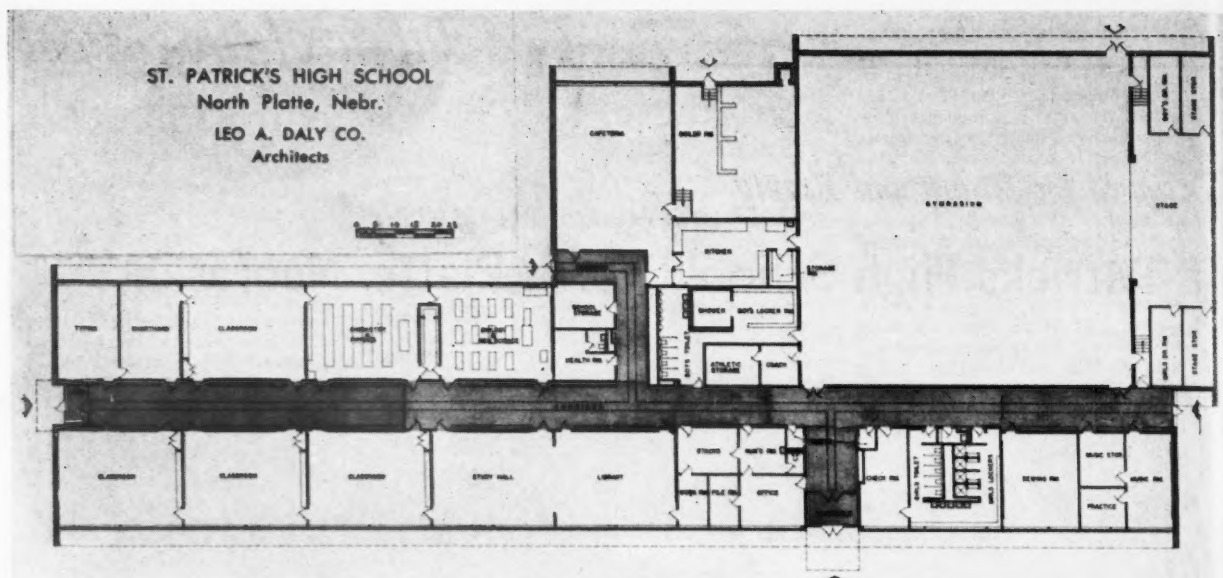
Interior walls are completely non-load bearing, a feature which permits any future alterations to be made with a minimum of expense. These interior walls are of exposed haydite block, painted in pastel colors. Each classroom has its own color scheme.

The roof is of "acoustical metal deck" construction — a self-contained ceiling and roof support; no other ceiling material is needed. Exterior walls have a 14-inch cavity and are topped by the steel roof frame.

Asphalt tile floor covering is used generally throughout the building. The gymnasium floor is of maple; the walls of exposed brick. Toilet rooms are finished in structural glazed tile and ceramic tile.

Heat and Light

Classrooms are provided with incandescent, concentric-ring lighting fixtures. Corridors have fluorescent lighting with perforated aluminum shields running the length of the corridor. Other electric installations are a program clock, a fire-alarm system, and a sound system.



It's all on one floor — 4 general classrooms, study hall, library, 2 laboratories, 2 rooms for commercial education, sewing room, music rooms, auditorium-gymnasium, cafeteria, kitchen, offices, and accessory rooms.



The library and study hall are separated by wooden folding doors.

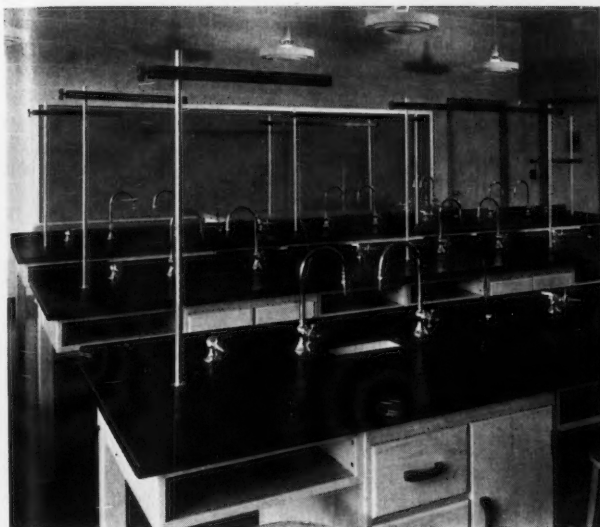
The corridor has indirect lighting from a perforated aluminum channel. Corridor walls are glazed haydite block. Classroom doors are indicated by variation in the asphalt tile floor of the corridor.

The cafeteria can accommodate about half the school enrollment at one time. Note the attractive lighting fixtures.



Right: A Typical Classroom, showing inside walls. The outer walls have windows to the ceiling. All classrooms have yellow ceilings and pastel walls and floor, each with its own color scheme. Partitions are non load bearing, permitting interior rearrangement if necessary.

Below: The Two Laboratories. The chemistry laboratory has outlets for electricity, gas, and running water at each station, and storage space below the counters.



Heating is by low-pressure steam from gas-oil burners, with unit ventilators and fin-tube radiation. Mechanical ventilation is through the corridors.

Equipment

The auditorium-gymnasium, 85 by 88 feet, is equipped with folding bleachers to accommodate 600 persons. More may be seated in folding chairs on the gymnasium floor when the room is used as an auditorium. Dressing rooms are on either side of the stage.

The cafeteria will seat half of the students at one time. The kitchen is supplied with modern cooking and serving equipment.

The composition chalkboards are set in aluminum trim. All schoolrooms have standing wooden storage cabinets.

Complete Facilities

There are four general classrooms, each about 24 by 32 feet. A study hall and a library, each approximately the size of a classroom, are separated by

folding wooden doors. Adjacent to the library are a stack room and workroom. Special rooms include two science laboratories and rooms for shorthand, typewriting, sewing, and music. There are the necessary offices, storage rooms, locker and shower rooms, toilet rooms, dressing rooms, ticket office, check room, and boiler room.

St. Patrick's High School was erected at a cost of \$360,680, or \$12.55 per square foot and \$1,803 per student. Rt. Rev. Thomas J. Murray is pastor of the parish. The Ursuline Sisters are in charge of the school.

Building News

BUILDING RECORDS BROKEN

More money was spent in January, 1955, on new private school and church buildings than in any previous January, according to a report of the Department of Commerce. Private school building amounted

to \$48,000,000, which was 23 per cent more than in January, 1954. Public school construction was 17 per cent higher.

IN ALABAMA

Little Flower, Mobile

A separate building, serving as additional space for the Little Flower parochial school in Mobile, has been erected by the parish at a cost of \$180,000. The new structure is a two-story building with a concrete frame and masonry walls, and it is of the same style of architecture as the main school built in 1944.

A combination auditorium-lunchroom takes up most of the first floor. The well lighted hall can accommodate large assemblies for parish meetings and is equipped with a large stage for auditorium uses. A kitchen opening off the room has completely modern equipment. The principal's office is also located on this floor, along with toilet and locker facilities.

Seven classrooms and a lounge are on the second floor. Outside walls of classrooms are almost completely of glass, with

(Concluded on page 32A)

Some 1954 Educational Films

(Continued from page 5A)

Birds That Eat Fish

International Film Bureau. Made by Crawley Films. 6 min., sound, color, 16mm.

Birds That Eat Flesh

International Film Bureau. Made by Crawley Films. 6 min., sound, color, 16mm.

Birds That Eat Insects

International Film Bureau. Made by Crawley Films. 6 min., sound, color, 16mm.

Birds That Eat Seeds

International Film Bureau. Made by Crawley Films. 6 min., sound, color, 16mm.

Blacksmithing

McGraw-Hill Book Co. Made by Jam Handy Organization. (Filmstrip) 45 frames, black and white, 35mm.

Books for Biography

Maxwell Dessler. Released by Young America Films. (Filmstrip) 47 frames, color, 35mm.

The Builders: Yesterday, Today, Tomorrow

Hoover Co. Made by Jam Handy Organization. (Filmstrip) 74 frames, color, 35mm.

Building Birdhouses

International Film Bureau. Made by Crawley Films. 6 min., sound, color, 16mm.

Can Animals Think?

John Kieran's Kaleidoscope. *International Tele-Film Productions.* Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

The Causes of the Revolution

Young America Films. (Filmstrip) 42 frames, color, 35mm.

The Chemical Bond

McGraw-Hill Book Co. Made by Training Films. (Filmstrip) 50 frames, black and white, 35mm.

Children's Stories of Famous Americans

William P. Gottlieb Co. Released by Encyclopaedia Britannica Films. (Filmstrip) 6 filmstrips, color, 35mm.

Coast Lines and Their Symbols

Jam Handy Organization. (Filmstrip) 28 frames, color, 35mm.

Colonial New England

Young America Films. (Filmstrip) 41 frames, color, 35mm.

Community Sanitation

Young America Films. Made by Victor Kayfetz Productions. (Filmstrip) 47 frames, color, 35mm.

Controlled Reading. Unit 3A

Educational Developmental Laboratories. (Filmstrip) 1 roll, black and white, 35mm.

Controlled Reading. Unit 4A, 4B

Educational Developmental Laboratories. (Filmstrip) 2 rolls, black and white, 35mm.

Craftsmanship in Clay: Simple Molds

Audio-Visual Center, Indiana University. 10 min., sound, color, 16mm.

Crystals

McGraw-Hill Book Co. Made by Training Films. (Filmstrip) 29 frames, black and white, 35mm.

The Dilemmas of France

New York Times. (Filmstrip) 59 frames, black and white, 35mm.

The Earth and Its Wonders

Encyclopaedia Britannica Films. (Filmstrip) 6 filmstrips, color, 35mm.

English History: Earliest Times to 1066

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

English History: Norman Conquest to the Fifteenth Century

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

English History: Tudor Period

Coronet Instructional Films. 10 min., sound, black and white, 16mm.

Exploring Our Earth

Popular Science Publishing Co. (Filmstrip) 45 frames, color, 35mm.

Eyes Under Water

John Kieran's Kaleidoscope. *International Television Corp.* 11 min., sound, black and white, 16mm.

Face of the Earth

Encyclopaedia Britannica Films in affiliation with Paul Burnford Productions in association with Arthur L. Swerdloff. 11 min., sound, color, 16mm.

Ferns

John Kieran's Kaleidoscope. *International Tele-Film Productions.* Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

Five Colorful Birds

Coronet Instructional Films. 10 min., sound, black and white, 16mm.

Football Fundamentals: Blocking and Tackling

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

The Four Seasons

Popular Science Publishing Co. (Filmstrip) 33 frames, color, 35mm.

Fox Hunt in Italy

Encyclopaedia Britannica Films. 10 min., sound, color, 16mm.

France in the New World

Young America Films. (Filmstrip) 41 frames, color, 35mm.

Free Americans Establish a New Nation

Yale University Press Film Service. (Filmstrip) 40 frames, black and white, 35mm.

The Frog Prince

Marjii Calvillo. Made by Jam Handy Organization. (Filmstrip) 27 frames, color, 35mm.

Galileo's Laws of Falling Bodies

Encyclopaedia Britannica Films. 6 min., sound, black and white, 16mm.

Garden Plants and How They Grow: Exploring Science

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

Gazetteers and Atlases

Maxwell Dessler. Released by Young America Films. (Filmstrip) 44 frames, color, 35mm.

Geography of American Peoples — The Middle West

Rand McNally and Society for Visual Education. (Filmstrip) 4 filmstrips, color, 35mm.

Geography of Your Community

Coronet Instructional Films. 11 min., sound, black and white, 16mm.

George Washington, Our First President

Popular Science Publishing Co. (Filmstrip) 45 frames, color, 35mm.

Getting the Facts

Encyclopaedia Britannica Films. 11 min., sound, black and white, 16mm.

Giant Beetles

John Kieran's Kaleidoscope. *International Tele-Film Productions.* Released by United Artists Television Corp. 11 min., sound, black and white, 16mm.

Glass — From the Old to the New Through Research

Encyclopaedia Britannica Films. 20 min., sound, black and white, 16mm.

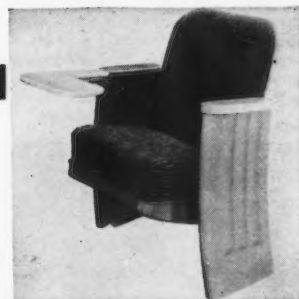
(Concluded in June)



Griggs Model 50 MBW fully-upholstered Auditorium Chair

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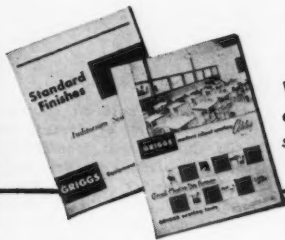
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AD MULTOS ANNOS

★ **BROTHER PATRICK D. MCCARTHY**, of the faculty of All Hallows High School, Bronx, N. Y., was honored by a testimonial dinner, February 5, 1955, the occasion of his 60th anniversary of entrance into the Congregation of Christian Brothers of Ireland. Born in Newfoundland, Brother McCarthy entered the order at the age of 16. He was a leader in the development of the American Province of the order, and was formerly vice-president of Iona College and principal of numerous high schools.

★ **BROTHER ANESIUS MAURICE, F.S.C.**, celebrated the golden jubilee of his reception on February 2, 1955. Brother Maurice has taught in many schools in the east, and is currently stationed at LaSalle School, Albany, N. Y.

★ **BROTHER EDWIN ANSELM, F.S.C.**, former president of LaSalle College, Philadelphia, celebrated his golden jubilee on February 5, 1955. A native of Binghamton, N. Y., Brother Anselm entered the Christian Brothers' Novitiate in 1905, and has had a distinguished career as teacher and administrator in many schools along the Atlantic seaboard. He was president of LaSalle College from 1932 to 1941.

★ **TO THE SISTERS OF MERCY IN BALTIMORE.** On April 23, 25, and 30 they celebrated the 100th anniversary of their foundation in Baltimore.

HONORS & APPOINTMENTS

Laetare Medal

GEORGE MEANY, president of the A.F.L., is the 1955 recipient of the Laetare Medal. In announcing the award, Rev. Theodore M. Hesburg, C.S.C., president of the University of Notre Dame, said:

"For more than 20 years, in which he has exercised local, state, and national leadership, George Meany has exemplified the ability and integrity of a labor statesman. He has opposed those who would debase the dignity of the working man. With equal vigor he has combated those who would subvert America's free-enterprise system. His substantial contributions to the welfare of workers, to the orderly development of trade unionism, and

to the fostering of concord among employers and unions, while at the same time remaining steadfast in the tenets of his faith, have prompted the University of Notre Dame to confer upon him the highest honor within its power to bestow on a layman."

New Abbot

ABBOT SYLVESTER M. KILLEEN, O.PRAEM., was formally installed as head of the Norbertine Abbey in the United States at West Pere, Wis., on March 27, by Abbot General Hubert A. Noots, O.Praem., of Rome. He succeeds Abbot Bernard H. Pennings, O.Praem., founder of the American branch, who died, March 17, 1955.

"Boy of the Year"

WILLIAM R. McANULTY, aged 15 years, was chosen "Boy of the Year" in the ninth annual junior citizenship award of the Boys' Club of America. "Big Bill," as he is called, is a sophomore of Central Catholic High School in Pittsburgh, Pa. He is the regular altar boy for Auxiliary Bishop Carroll of Pittsburgh. Since his mother is in poor health, he does the bulk of the dishwashing, house cleaning, and marketing, with the help of his younger brother. He is a leader in student activities and sports. He is editor of his Boys' Club newspaper, is a Star Scout, and a volunteer Civil Defense messenger.

Philosophy Medal

REV. GERALD SMITH, S.J., director of the department of philosophy at Marquette University, Milwaukee, received the Spellman-Aquinas Award of the American Catholic Philosophical Association at a national convention in Philadelphia on April 12. He is the first priest and the first American to be honored with the medal. Given at indefinite periods, the award recognizes "eminence and leadership in the field of philosophy through writing and teaching." Previous Spellman-Aquinas Medals were given to Jacques Maritain and Etienne Gilson.

Rerum Novarum Award

Secretary of Labor **JAMES P. MITCHELL** received the 7th annual Rerum Novarum Award

of St. Peter's College, Jersey City, N. J., on March 20. Presentation was made by Very Rev. James J. Shanahan, S.J., president of the college.

Christian Culture Medal

The 1955 Christian Culture Award Medal, a medal bestowed annually on "some outstanding lay exponent of Christian Ideals," was presented to **DR. FRIEDRICH WILHELM FOERSTER**, noted educator and writer. For more than 60 years Dr. Foerster has written prolifically on matters of ethics and education, and his major works have been translated into all the European languages. A former professor of the University of Munich, he came to the United States in 1940. He believes that "all modern attempts to find a substitute for the work of Christianity as the foundation of culture and the trainer of souls rest on illusions out of touch with real life and are powerless to defend human society against the might of unrestrained greed and passion."

Magnificat Medal

The recipient of the Magnificat Medal for 1955, presented annually by Mundelein College, Chicago, is **MRS. BEN REGAN**, a resident of Chicago. The Medal honors a graduate of a Catholic college for women who, "utilizing her education to the fullest, has intensified appreciation for Christian social living by the character of her own life and by her influence."

Significant Honors

Georgetown University, the oldest Catholic college in the U. S., recently conferred three remarkably well-chosen honorary degrees.

It awarded the doctor of science degree to **DR. THOMAS JEFFERSON TUDOR**, aged 75, a practicing physician for 45 years in the mountain country of southwestern Virginia, who has been called the outstanding symbol of the ideal American doctor. He has given remarkable service in getting a priest and the sacraments for his Catholic patients. He is responsible for saving for the community St. Mary's Hospital at Norton, Va., by sending all his

(Continued on page 30A)



Members of a subcommittee of the Committee for the White House Conference on Education are shown conferring recently at Washington. Under the chairmanship of Dr. James R. Killian, Jr., president of Massachusetts Institute of Technology, this subcommittee is studying "What Should Our Schools Accomplish?" Dr. Killian was absent when the picture was taken. Present are (l. to r.) Wm. S. Paley, board chairman of Columbia Broadcasting System; Very Rev. Msgr. Wm. E. McManus, asst. director, dept. of education, N.C.W.C.; Joseph C. McLain, high school principal, Mamaroneck, N. Y.; Mrs. Douglas Horton, past president, Wellesley College; Dean Francis Keppel of Harvard University; and Mrs. Charles L. Williams, president, National Congress of Colored Parents and Teachers.

your classrooms will not be out-of-date the day the doors open?

On every hand we see evidence of the change in education as the architect expresses it in brick and steel. The change is becoming evident, too, in the interior of today's school building . . . in the methods of teaching and in the equipment and facilities these methods call for.

Architecture and teaching methods are, of course, basic to the modern school. But, unless you plan soundly in the selection of school furniture, your new school can actually be out-of-date the day the doors open. And what about your investment 10 or 20 years from today?

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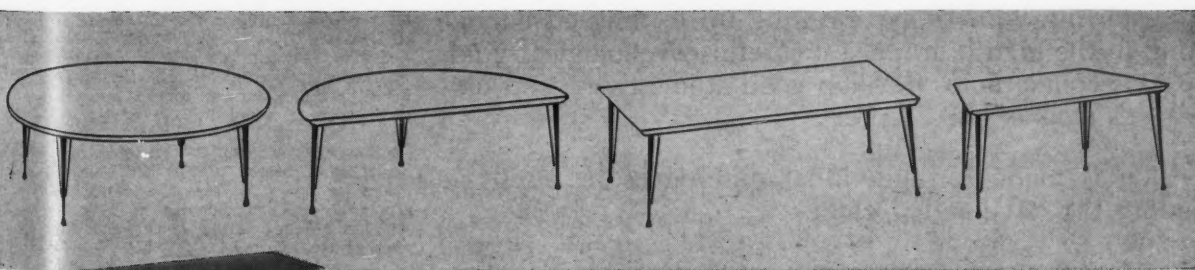
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Catholic Education News

(Continued from page 26A)

patients there. He appeared in court to plead the case of the hospital for exemption from state and town taxes.

A doctor of laws degree was awarded to CLARE BOOTHE LUCE, U. S. ambassador to Italy, "a valiant woman" who has rendered outstanding service to her country.

A third degree was of doctor of science to DR. MICHAEL X. SULLIVAN, a noted professor of chemistry in the University's graduate school.

Television Program

SISTER M. THERESA, B.V.M., of Mundelein

College, Chicago, presented a television program entitled "Our Place Among the Stars" on April 1, over Station WGN-TV, through the courtesy of Loyola University in the "Learning Is Adventure" series. Sister Therese is the only Sister in the U. S. who holds the degree of doctor of philosophy in astronomy.

Grand Cross From Spain

REV. JOHN LOSADA, Sanger, Calif., recently received from the Spanish government the Grand Cross of Isabella the Catholic, in recognition for his efforts in behalf of the anti-Communist government in the 1930's. He is credited with saving the records of the Spanish consulate in California from Communist despoilers. He also raised funds for Spanish war victims and spread information about

the cause for which the Franco forces were fighting.

Brotherhood Award

VERY REV. MSGR. THOMAS J. QUIGLEY, superintendent of schools for the Diocese of Pittsburgh, received the Brotherhood Award at an annual dinner of the National Conference of Christians and Jews, April 19.

Dutch Honor

MOST REV. JOSEPH F. RUMMEL, Archbishop of New Orleans, has been invested as a grand officer of the Order of Orange Nassau, a very high honor bestowed by the Queen of the Netherlands. This is in recognition for his assistance and that of the faithful of the Archdiocese of New Orleans in relief to those who suffered in the flood in the Netherlands disaster in 1953.

REQUIESCANT IN PACE

● REV. MATTHIAS HELFEN, well known as promoter of the Catholic Dramatic Movement, died, March 24, at the Alexian Brothers Hospital in Chicago, at the age of 66. He was buried from St. Thomas Aquinas Church in Milwaukee. Born in Herforst, Germany, Father Helfen was ordained in 1917, and came to the United States in 1922.

● SISTER MARIA LUCY, of the Sisters of Charity of St. Elizabeth, died, March 13, at St. Anne's Villa, Convent, N. J. She had been a member of the order for 69 years.

● REV. WILLIAM D. O'LEARY, S.J., regent of the school of dentistry of Loyola University of the South, New Orleans, died February 1, at the age of 59. Formerly president of Spring Hill College, Mobile, Ala., Father O'Leary was ordained in 1934. He had been a practicing physician before taking up studies for the priesthood.

● BROTHER LAWRENCE DAVID, F.S.C., former president of Christian Brothers College, Memphis, Tenn., died on February 1. He was observing his 49th year as a Christian Brother on the day of his death. Brother Lawrence had served as teacher and administrator in his order's schools in Chicago and Memphis areas, and at St. Mary's College, Winona, Minn.

● REV. VICTOR C. STECHSCHULTE, S.J., chairman of the mathematics and physics department of Xavier University, Cincinnati, Ohio, died, March 3, at the age of 61. He was a native of Leipsic, Ohio. Father Stechschulte was known nationally for his work on "deep focus" earthquakes and for his reports on earthquakes as recorded at Xavier.

● SISTER M. VERENA, B.V.M., died, at Dubuque, Iowa, March 11. She had been a religious for almost 69 years. She was a former provincial superior, mistress of postulants, superior of the mother house, and supervisor of the infirmary.

● MOTHER MAUDE LYNCH, a member of the Religious of the Sacred Heart for 62 years, died, March 23, at Omaha, Neb., aged 83.

● ABBOT BERNARD H. PENNINGS, O.PRAEM., the oldest members of the Norbertine Order in the world, died, March 17, at the age of 93 years.

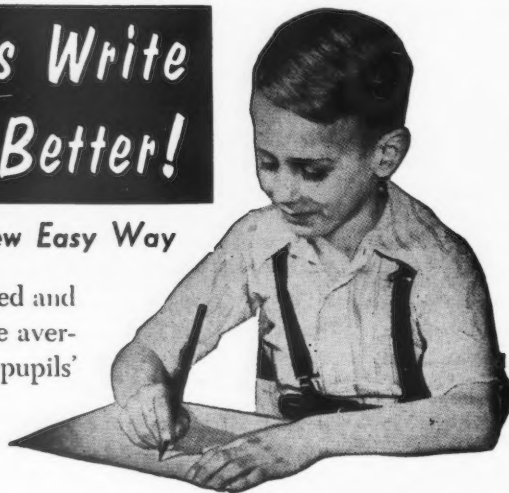
Abbot Pennings, abbot of St. Norbert's Abbey, West De Pere, Wis., and president of St. Norbert's College which he founded 57 years ago, was a Norbertine for 75 years.

(Continued on page 36A)

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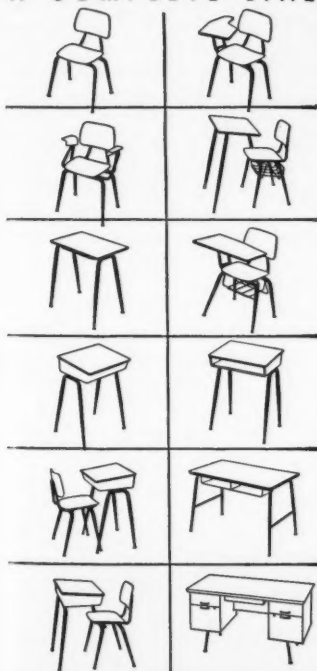
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DISTRIBUTORS: Several choice territories for Kuehne School Furniture are still available. Inquiries are invited.

Building News

(Concluded from page 177)

window overhangs to prevent glare. Classrooms and second floor corridor have acoustical ceilings and plastic tile flooring. Walls are of pastel colors for maximum benefit from modern lighting fixtures. The heating system is natural gas.

Sisters of St. Joseph of Carondelet conduct the school; Rt. Rev. Msgr. James F. Byrnes is pastor of Little Flower parish.

IN CALIFORNIA

Santa Rosa, San Fernando

A new building for the Santa Rosa par-

ish, San Fernando Valley, was dedicated March 13, 1955. The structure is of contemporary design in concrete masonry, and contains 8 classrooms. The 18th parish school in the San Fernando Valley, Santa Rosa School, opened at mid-term last January 31 and 180 pupils are enrolled in the first five grades.

IN CONNECTICUT

St. Mary's, Willimantic

A new, modern school building was dedicated for St. Mary's parish, Willimantic, on February 13, 1955. The new 17-classroom structure replaces a previous school building destroyed by fire, and will accommodate approximately 700 pupils.

IN LOUISIANA

St. Scholastica Academy, Covington

Two new buildings were dedicated on February 27 at St. Scholastica Academy, Covington. The buildings were a Sisters' residence named St. Joseph's Hall, and St. Edith's Hall for girl boarders.

IN MISSOURI

St. Patrick's, St. Louis

A new three-story building for St. Patrick's parish, St. Louis, which cost approximately \$250,000, was dedicated, fittingly, on March 17, 1955. The fireproof structure is of pink brick, exposed concrete, and Bedford stone trim exterior. The building contains 12 classrooms, a cafeteria, health room, and latest modern facilities throughout the building.

College Residence Building

Mt. Mercy College, Cedar Rapids, Iowa, is constructing a new \$1,070,000 building to provide living quarters for 100 students and, in addition, an auditorium-gymnasium, five classrooms for science and home economics, a cafeteria with kitchen, lecture room, lounge, and a penthouse.

This new building may be a preliminary step in the expansion of the institution from a junior college to a full four-year college. The school's enrollment now is 229, compared to 118 in 1950.

New Library

Notre Dame College, on Staten Island, New York, has acquired a 9-acre estate adjoining its grounds. A 17-room residence on the grounds, with additions, will be converted into the Cardinal Spellman Library.

Additions

Cathedral Prep School, in Erie, Pa., has erected a new \$600,000 addition.

A four-room addition has been erected for St. Therese School at Wayland, Mich.

Chicago

The parochial school system of the Chicago archdiocese has reached the highest enrollment in its history, according to a report by Msgr. Daniel F. Cunningham, superintendent of Catholic schools. The total is 279,330, including students from 397 elementary schools, 89 high schools, and 6 colleges and universities.

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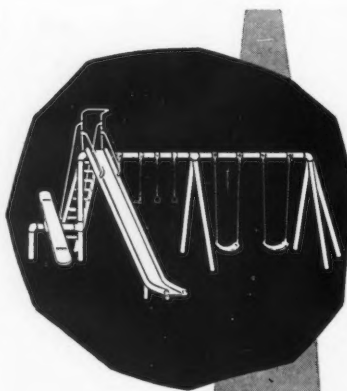
The durable construction of Recreation's All-Metal Land Slide with its sturdy structural steel supports and ladders, high guard rails, and heavy-duty chutes insures years of safe, trouble-free service.

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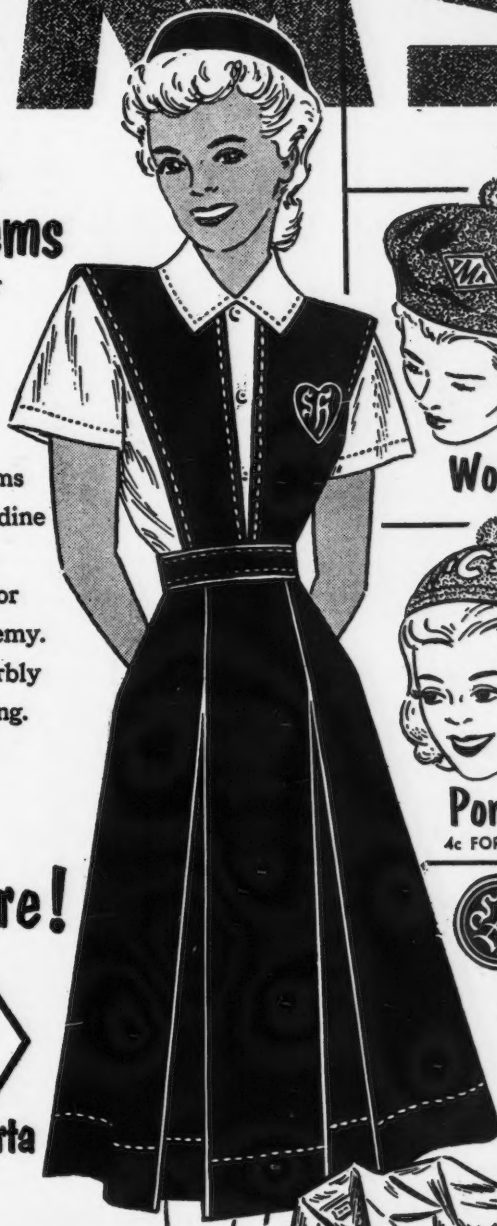
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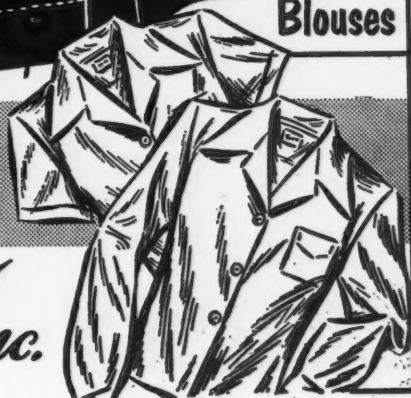
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Catholic Education News

(Continued from page 30A)

SIGNIFICANT BITS OF NEWS

NODL Office

A national office for the Bishop's Committee of the National Organization for Decent Literature has been established at Chicago. Msgr. Thomas J. Fitzgerald is the executive secretary. Bishop John F. Dearden of Pittsburgh is chairman of the Bishop's Committee. The Office will prepare a monthly evaluation of comic books, magazines, and paper covered books.

For Exceptional Children

A school for exceptional children, sponsored by the Catholic Church Extension Society of the U. S., was opened recently in Clarks, La. St. Mary's Residential Training School for Retarded Children is nonsectarian and now accommodates 50 persons ranging from ages 3 to 21. St. Mary's School opened last September with 7 in attendance, and since then 300 applications have been made to the school. Sisters of Our Mother of Sorrows, with their mother house in Florence, Italy, are in charge of St. Mary's School.

Religious Instruction

Public high school pupils in Bangor, Mich., study religion during their lunch period each Tuesday with clergymen and laymen as instructors. Out of the 280 pupils in the high school, 100 attended the latest religious instruction session, meeting with religious instructors of their choice. The program was unanimously approved by the Bangor school board.

SSCA Anniversary

The Summer School of Catholic Action will mark its silver anniversary, this year, by dedicating its seven weeks of activity to Mary, Our Queen. The Encyclical Letter "On the Queenship of Mary," by His Holiness Pope Pius XII, will be the basis for the school's general sessions.

Scenes and dates of the 7 Summer Schools are: Loyola University of New Orleans, June 6-11; St. Paul Hotel in St. Paul, July 11-16; Our Lady of the Lake College in San Antonio, July 31-August 5; Holy Cross College in Worcester, Mass., August 8-13; New York's Fordham University, August 15-20; Hotel Cleveland in Cleveland, August 22-27; and the Morrison Hotel in Chicago, August 29-Sept. 3.

The Summer School of Catholic Action was founded in 1931 by Rev. Daniel A. Lord, S.J. From a single school held in St. Louis that year, the S.S.C.A. has grown until it has instructed more than 151,000 students in 24 cities. A total of 123 six-day sessions have been held.

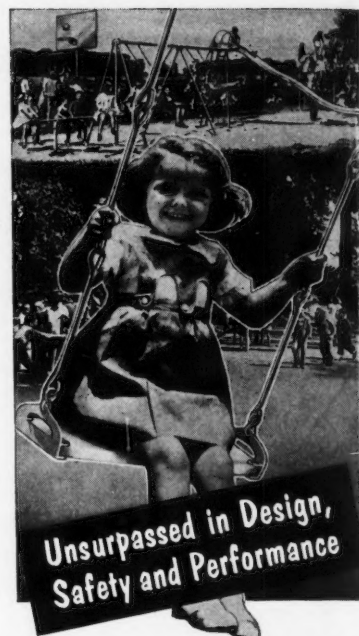
Increase of Lay Teachers

In the Archdiocese of St. Louis, there are 258 lay teachers, an increase of 400 per cent since 1947-48. Mrs. James Welch, personnel director of lay teachers, says that lay teachers now are about 15 to 16 per cent of the teaching force. She says that it is a permanent policy of the Archdiocese to have a certain number of lay personnel regardless of the number of religious available.

An Act of Gratitude

Gannon College, Erie, Pa., has received \$3,700 from Harold J. Mullin, who has, at

(Continued on page 38A)



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Adjustable Desk Top . . . rests closed at 10° angle for reading, writing or drawing—may be set level for manipulative tasks.

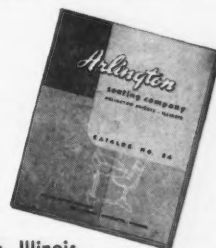


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Seat Swivels either way to adjust to student's natural seating position.

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Catholic Education News

(Continued from page 36A)

the age of 26, spent more than four years in the Navy. The money represents the donor's savings. Mr. Mullin spent his childhood in an orphanage and attended Cathedral Prep School and Gannon College on scholarships. He is recuperating from injuries received in service and awaiting training and rehabilitation by the Veterans Administration.

Theology for Laymen

The Metropolitan Council of Holy Name Societies of New Orleans is sponsoring a four-year course in lectures in theology. On February 28, 42 men, members of the executive board and former graduates of the Council's speakers' bureau, registered for a preliminary course of eight lectures by Very Rev. Leo M. Shea, O.P., professor of theology at St. Mary's Dominican College in New Orleans. "The course," said Father Shea, "is an effort to give the Catholic layman a scientific knowledge of his religion based on divine revelation and human reason." The course will be resumed in September. It is based on the *Summa Theologica* of St. Thomas Aquinas.

EDUCATIONAL MEETINGS

Dominican Sisters

The Sinsinawa Dominican Nuns held their annual secondary school conference, March 26, at Visitation High School, Chicago, with an attendance of some 300 teachers. "Victory—Our Faith," the title of the U. S. Bishops' annual message, was the theme.

Most Rev. Hubert M. Newell, Bishop of Cheyenne, Wyo., was the keynote speaker. Other addresses included: "The Basic Program in Religion for the Catholic High School," by Rt. Rev. Msgr. Eugene Kevane, a member of the school board of the Diocese of Sioux City, Iowa; "Role of the Teacher in This Modern Age," by Sister M. Evelyn, O.P., mother general of the Sinsinawa Dominicans; and "Godless Humanism," by Rev. John Thomas Bonee, O.P., of the Dominican House of Studies at River Forest, Ill.

The Sinsinawa Sisters conduct schools in Illinois, Alabama, Connecticut, Iowa, Minnesota, Montana, Nebraska, Oklahoma, South Dakota, Wisconsin, Wyoming, and the District of Columbia.

N.C.E.A. Regional Meeting

The 20th annual meeting of the midwest college and university department of the National Catholic Educational Association was held in Chicago, March 22. The theme was "General and Liberal Education." Specific topics were: "Concepts of General and Liberal Education," by Sister M. Augustine, O.S.F., Alverno College, Milwaukee, and Rev. Allan P. Farrell, S.J., University of Detroit, "Specifcics in the Social Sciences, Natural Sciences, and the Humanities," discussed by Rev. Walter J. Pax, C.P.P.S., St. Joseph's College, Collegeville, Ind.; Dr. O. William Perlmutter, St. Xavier College, Chicago; Sister M. Marguerite Christine, B.V.M., Mundelein College, Chicago; Sister Albertus Magnus, O.P., Rosary College, River Forest, Ill.; and Rev. Paul F. Smith, S.J., Creighton University, Omaha.

His Eminence Samuel Cardinal Stritch was a guest of honor at the luncheon meeting. The principal speaker at the luncheon was Rev. James McGuire, C.S.P., director of the Newman Foundation at Wayne University, Detroit. His topic was "The Ghetto Approach to the Teaching of Religion and to the Liberal Arts Tradition."

(Concluded on page 40A)

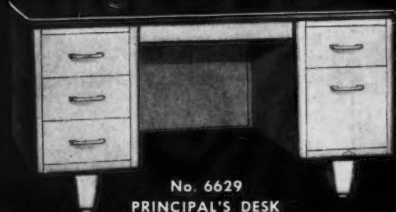
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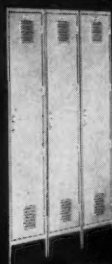
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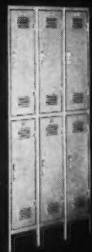
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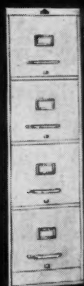
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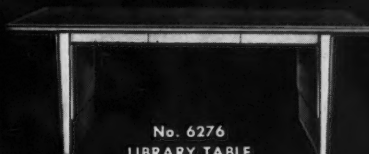
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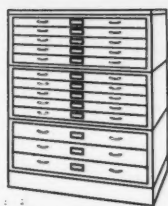
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Catholic Education News

(Concluded from page 38A)

Franciscan Conference

"Nature: the Mirror of God" is the theme of the 36th meeting of the Franciscan Educational Conference scheduled for April 16-19 at St. Anthony-on-the-Hudson, St. Bonaventure, N. Y.

Archdiocese of Washington

The annual teacher's institute for the Archdiocese of Washington (D. C.) was held, March 25-26, at Archbishop Carroll High School. Nearly 1000 teachers were present. Rev. William Jones of Denver, Colo., addressed the first session on "Is Catholic Education

Worth Its Present Cost?" Dr. Bushnell Smith, neurologist from the Georgetown Clinic for Mentally Retarded Children discussed methods of teaching the retarded. Sister Columba, vice-president of Trinity College, discussed "The Proposed Educational Program for Exceptional Children."

COLLEGES & UNIVERSITIES

Eastern Rites Conference

Fordham University sponsored its seventeenth annual conference on Eastern rites and liturgies on March 25 and 26. This year the conference was devoted to "Christianity on the important subcontinent India. Its history reaches back to the very early times of the Catholic Church. The faithful call themselves 'St. Thomas Christians.'"

Hawaiian College

A Catholic college, Hawaii's first, will open next fall in Honolulu. St. Louis Junior College, as it will be called, will offer a liberal arts curriculum leading to an "Associate of Arts" degree, and will be for male students only. Rev. Robert R. Mackey, S.M., has been appointed the college's first president, and Brothers of Mary will staff the school.

College Council

A Council for financial aid to education has been formed in New Jersey, recently, to gain the support of business and industry in maintaining small liberal arts colleges in the area. The New Jersey Chamber of Commerce, which rarely endorses any fund-raising campaigns, has announced its approval of the association. Representatives of the association are optimistic about the success of their endeavor because, although New Jersey is the fourth smallest state in the union, it ranks seventh in industrial output.

Marquette Anniversary

Marquette University, Milwaukee, has announced plans to celebrate its 75th anniversary during the academic year 1955-56. Formal and informal announcements were issued to friends of the University throughout the U. S. Announcements acknowledge the efforts of pioneering Jesuit educators who established Marquette in 1881, inspired by St. Ignatius of Loyola, sixteenth century founder of the Society of Jesus, and Pere Marquette, French Jesuit missionary and explorer.

The theme of the anniversary year is "The Pursuit of Truth to Make Men Free." The theme will be applied to the college anniversary by means of a series of academic conferences, religious observances, and recognition of leaders exemplifying Marquette's ideals through Pere Marquette awards and honorary degrees. The theme will be carried out in annual campus activities, also.

CONTESTS

Literary Contest for Nuns

The Thomas More Association, Chicago, and Farrar, Straus & Cudahy, Inc., New York, are sponsoring a literary contest, the sole entrants of which will be women in Catholic religious societies. A first prize of one thousand dollars advance royalty, selection by the Thomas More Book Club, and publication by Farrar, Straus & Cudahy, is offered for the best book-length original manuscript submitted by a Sister before December 31, 1955. Full details may be obtained from: Contest Editor, Thomas More Association, 210 W. Madison St., Chicago 6, Ill.

The sponsors believe "that this rich mind of talent (writers in convents) remains to be discovered and that its development will glorify both the Church and American literature."

COMING CONVENTIONS

May 1-4. National Catholic Music Educators Association, Kentucky Hotel, Louisville, Ky. Chairman: Msgr. Thomas J. Quigley, 125 N. Craig St., Pittsburgh 13, Pa. Exhibits.

May 5-6. New York Industrial Arts Association, Oswego, N. Y.

June 10-11. Georgia Vocational Association, Biltmore Hotel, Atlanta, Ga. Secretary: Miss Nancy White, Macon Vocational School, Macon, Ga. Exhibits: R. E. Hagen, Smith Hughes School, Atlanta, Ga.

June 22-24. Pennsylvania Vocational Association, Eagles Mere, Pa. Secretary: Dr. Richard Hartmann, 3810 Walnut Street, Philadelphia, Pa.

Aug. 25-27. Business Education Conference, Palmer House, Chicago, Ill. Sponsored by Catholic Business Education Association. Registrar for the meeting: Sister M. Digna, O.S.F., Alvernia High School, 3901 N. Ridgeway Ave., Chicago 18, Ill. Invited are all members of C.B.E.A. and all Catholic business educators, religious and lay.

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NO. CH-400 CHALKROBE
42" long, 25" deep, 6 3/4" high on glides (or 6 1/4" high on casters). Hat shelves and hanger bars are adjustable for height—accommodate every age group—(Hold 16 with coat hangers or 24 with coat hooks.) Off-floor shelf for overshoes and 50" x 48" chalkboard.

NO. CO-500 CORKROBE same as No. CH-400 but with corkboard back.



WALLMOUNT WARDROBE RACKS—Mount permanently on any wall. Shelves adjustable for height. In 2" steps (accommodate any age group). Hold 4 spaced coat hangers or 6 coat hooks per running foot. Units interlock to make continuous rack of any length.
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No. AW-4 Wallmount Coat and Hat Rack 42" long



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No. B-4 Wallmount Overshoe Rack 42" long



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Summer Schools

(Continued from page 168)

—Preambles of Faith; Dogmatic Theology God, One and Three.

The undergraduate courses to be presented are: *Dogma, Moral, Old Testament, Liturgy, History of the Church, Dogmatic theology, Moral theology, Papal encyclicals, Christian apologetics, Catholic apologetics, Hagiography, Mariology.*

In addition to the theology program, the following courses are offered especially for those who will receive their degrees this summer:

Practical arts, Music in the elementary school, Philosophy of education, Introductory English, English literature, Home management, Roman theologians, Music literature, Philosophy of the mind, American government (National).

University of Notre Dame Notre Dame, Ind.

Conducted by Fathers of the Congregation of the Holy Cross. Among the numerous offerings of the summer session, teachers will be interested especially in:

Workshop in Guidance, stressing interview and counseling techniques, to be conducted by Rev. James P. Galvin, Ph.D., superintendent of schools of the Archdiocese of Indianapolis, July 11-22. For details of the workshop, write to Dr. Bernard J. Kohlbrenner, head of the department of education, University of Notre Dame, Notre Dame, Indiana.

Liturgical Program. The 1947 summer session at the University will continue the *Notre Dame Liturgical Program* begun in 1947 to promote interest in the *Liturgy*. The courses are conducted by a faculty of the best available scholars from Europe and America. The courses are valuable aids to priests, religious, and laity.

Those whose special work is missionary or catechetical will find the 1955 program of unusual value because of two courses by a noted specialist in the field—Rev. Johannes Hofinger, S.J., of the Chinese Seminary in Manila, P.I. Note Father Hofinger's four articles, concluded in this issue of the *CATHOLIC SCHOOL JOURNAL*, on the Revision of the Catechism.

Loras College Dubuque, Iowa

Conducted by the diocesan clergy. A Confraternity of Christian Doctrine *Summer Leadership Course*, sponsored by the National Center of the C.C.D. and the C.U. of A., will be conducted at Loras College, June 24-Aug. 5. June 24 is registration day; classes open on June 26; and final examinations are held, August 4-5.

Living accommodations for Priests, Brothers, Seminarians, and Sisters are available. Write to: Dean of Studies, Loras College, Dubuque, Iowa. Credits in Religious Education will be given for work done in this summer session.

St. Ambrose College Davenport, Iowa

Conducted by the diocesan clergy. The chairman of the department of education, Rev. F. J. McMahan, reports that St. Ambrose College will offer six courses in education at the 1955 summer session:

1. *Guidance and growth in Christian social living*—elementary school curriculum; 2. *Teaching remedial reading*; 3. *Children's literature*; 4. *Introduction to and principles of education*; 5. *Methods in secondary school*; 6. *Teaching nature study.*

(Continued on page 43A)

Teaching with Magnetic Tape

By Charles Westcott

GUIDANCE COUNSELORS can profit from this sound tape suggestion sent in by J. Vernon Nelson of Naperville, Illinois. An advisor to students of the Naperville Community High School, Mr. Nelson writes: "I have two offices separated by a glass panel wall. So, while having an interview in one office, I set up the tape recording machine in the other office and it is possible for a student to come in and take a music test or aptitude test. The complete instructions can be placed on tape—with signals to begin, turn pages and stop."

CHANCES ARE GOOD that many of your high school students will study new languages when they join the Armed Forces. Foreign languages are among the most popular and valuable subjects made available to military personnel stationed in the United States and overseas. Why not point this out to your service-age pupils? And get them



interested now by making language study more appealing. Do it with magnetic recording tape. Tape helps students develop good vocabulary, polish accents, correct grammar. It makes your job easier, too.

PhD's BY THE DOZEN! Many of America's leading chemists, physicists and engineers are employed in the huge new research center built by Minnesota Mining and Manufacturing Company in St. Paul. The result of this work is a continuous flow of new products to serve you—like revolutionary "Scotch" Brand Extra Play Magnetic Tape. In addition to 50% more recording time, this miracle magnetic tape gives you higher fidelity, crisper tone and a 3 db. boost in the high frequency range. Hear new "Scotch" Brand Extra Play Magnetic Tape today.

DEVELOPING SPEED in shorthand classes usually means endless repetition of words and phrases—a boring, tiresome job. Let magnetic recording tape help you out. Record drills beforehand, then play them to your students. Or, if you have two classes with almost the same shorthand ability, record the drills you give your first section for use with the second.



Why not send me your questions on tape recording issues. I'll be happy to answer them if I can. And I'd like to hear how you use "Scotch" Brand Magnetic Tapes in your classroom. Write to me c/o Educational Division, Minnesota Mining and Manufacturing Company, 900 Fauquier Ave., St. Paul 6, Minnesota.

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Summer Schools

(Continued from page 42A)

Mt. St. Scholastica College Atchison, Kans.

Conducted by Benedictine Sisters. Sister M. Austin, O.S.B., of the department of education, reports the following courses in education for the 1955 summer session:

1. Educational measurements and tests; 2. Educational sociology; 3. Educational psychology; 4. Adolescent psychology; 5. Elementary methods; 6. High school methods; 7. Music methods; 8. Woodwinds—music education; 9. Playground activities; 10. Teachers' course in home economics; 11. Teachers' course in Latin; 12. Drawing.

Marymount College Salina, Kans.

Conducted by Sisters of St. Joseph. The dean of the summer session, Sister Marie Antoinette, S.S.J., Ph.D., suggests subjects of special interest for teachers:

Lower Level: Principles of geography and Fundamentals of reading.

Upper Level: Health Education for teachers; Philosophy of education; and Principles and technique in guidance.

The summer school catalog lists courses in all the major departments of the college: English, languages, mathematics, physical and biological sciences, home economics, physical education, history and social sciences, economics and commercial art, music, philosophy, library science, psychology, and education.

Saint Mary College Xavier, Kans.

Conducted by Sisters of Charity of Leavenworth. Sister M. Louise, S.C.L., dean of the department of education, announces a 2-week session, June 8-22 and a 6-week session, June 22-Aug. 5 for undergraduates; and a 6-week session, June 22-Aug. 5, for graduates.

Cultural Workshop in theology and philosophy, July 13-15, conducted by the faculty and a guest speaker; Measurement seminar, directed by Dr. William C. Kvaracens, of Boston University, June 9-11.

Villa Madonna College 116 East 12 St. Covington, Ky.

Conducted by Benedictine Sisters. Sister M. Ermina, O.S.B., registrar at Villa Madonna, says that her summer session will offer the usual courses in liberal arts and several courses in education.

Nazareth College 851 South 4 Avenue Louisville 3, Ky.

Sister Clara Francis, of the Sisters of Charity of Nazareth, director of the graduate division of Nazareth College, announces for the summer session two special courses for graduates:

Current educational philosophies, to be taught by Rev. William R. Clark, O.P., of Providence College, Providence, R. I. Critique of educational literature. Other courses are available.

Loyola University New Orleans 18, La.

Conducted by Jesuit Fathers. Rev. James F. Whelan, S.J., chairman of the department of education of Loyola University, suggests

(Continued on page 44A)

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Summer Schools

(Continued from page 43A)

the following courses scheduled for the summer sessions as of special interest:

Art for elementary teachers, *Child psychology*, *Children's literature*, *History of education*, *Methods related to specific high school courses*, *Teaching of Reading*, *Social studies*, *English*, *Arithmetic*, and *Science* in the elementary school, *Introduction to Health, Safety*, and *Physical education* for teachers, *Square dances*, the Elementary school program of *Physical education*, *Philosophy of education*, *Educational sociology*, *Theories of education*, *School administration*, *Empirical educational psychology*, *Developmental and remedial reading*, *Clinic in reading*, *Principles of guidance*, *Organization and administration of guidance*, *Statistics*.

College of Our Lady of Mercy Portland 5, Me.

Conducted by Sisters of Mercy. The summer session will be held June 27-July 30. Courses are offered in education, English, geography, history, Latin, mathematics, philosophy, science, and social science.

Boston College Chestnut Hill 67, Mass.

Conducted by Jesuit Fathers. Rev. Paul A. Fitzgerald, S.J., is director of the summer session to be held, June 29-Aug. 8. The dean of the department of education suggests that the following courses in education will be of special interest to teachers:

Methods of teaching Latin. Newly developed linguistic approach. First-year course will be outlined. (3 sem. hrs.); *Reading in the ele-*

mentary school. Procedures for fundamentals in first six grades. (3 sem. hrs.); *Reading in secondary school*. Principles, procedures, and difficulties. (3 sem. hrs.); *The community and the delinquent*. (3 sem. hrs.); *Modern business trends and improvement of bookkeeping instruction*. (3 sem. hrs.); *Speech in education*. Effective use of voice and diction; improvement of pupils' speech; integration of speech with school subjects. (3 sem. hrs.); *Fine arts for classroom teachers: Christian art*. Early Christian (Roman), Byzantine, Romanesque, Gothic, Renaissance, and Modern. (3 sem. hrs.) Courses in large numbers and a wide variation offered in all departments of the college, including theology.

Assumption College 1010 Main St. Worcester 3, Mass.

Conducted by Augustinian Fathers of the Assumption. Rev. G. Antonio Laberge, A.A., is director of the summer session. The co-educational summer session will be held, July 5-Aug. 12.

Methodology of the teaching of French. This will be an outstanding course. Other courses in French include various phases of the language and literature; *Russian*. Elementary, intensive course; *Latin*. Elementary course.

Loyola College 4501 N. Charles St. Baltimore 10, Md.

Conducted by Jesuit Fathers. Rev. Wm. Davish, S.J., dean of the graduate division and the evening college, announces the following attractive courses among the many offerings for the summer session:

The Family, the Church, and the state; *Problems of teachers in secondary school*; *The*

core curriculum; *Supervision in the elementary school*; *Methods of teaching French*; *Methods of teaching Spanish*.

Aquinas College 1607 Robinson Rd., S.E. Grand Rapids, Mich.

Sister M. Bernetta, O.P., director of teacher education, calls attention to summer Reading Center at Aquinas College, open to elementary children of the city who have problems in reading. There is a teachers' course in remedial reading and a clinic for training in handling cases in remedial reading in the elementary school. This course is open to experienced teachers and those who have had at least one course in the teaching of reading.

College of St. Catherine St. Paul 1, Minn.

Conducted by Sisters of St. Joseph of Carondelet. The summer session will be held, June 20-July 29. A major sequence in elementary education may be completed within three summer sessions and one quarter of the regular session. The college offers in the summer sessions a sequence of courses in occupational therapy. The first summer sequence in library science leading to a master of arts degree will be offered in 1955. Teachers will find in the summer session bulletin a variety of courses in education and academic subjects and in philosophy and religion.

College of St. Thomas St. Paul 1, Minn.

Conducted by diocesan clergy. The summer session of the master of education program will be held, June 13-Aug. 5. Program open to men and women. Among the courses on educational problems listed are:

(Continued on page 46A)

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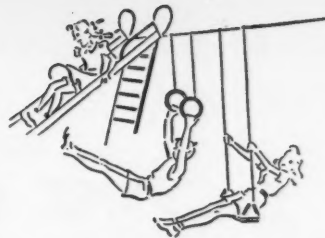
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Look at all the apparatus this one unit affords! Two Standard See-Saws, one Horizontal Bar, two Swings, a Pair of Flying Rings, one Trapeze, and one 16-ft. Porter Safety Slide—plus the sturdy 10-ft. steel frame that's galvanized inside and out and held rigidly together for years and years with Tested Malleable Iron fittings of exclusive Porter design. The No. 38 Combination Set has price appeal, too. Write for the attractively low figure, and complete specifications. Immediate delivery!



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Summer Schools

(Continued from page 44A)

Curriculum development, by Dr. Charles Boardman; *Instructional aids*, by Dr. Harry Webb; *Student activities* — a Workshop (June 21-July 6). Staff of leaders in the field. Graduate credit given.

St. John's University Collegeville, Minn.

Conducted by Benedictine Fathers. Rev. Gunther Rolfson, O.S.B., registrar at St. John's University announces:

A school of liturgical music, June 22-July 27. Courses in liturgy, Gregorian Chant, chant accompaniment, chant and choir conducting, and private lessons in organ and voice. Taught

by monks of St. John's Abbey; Dr. Eugene La Pierre, University of Montreal; and Msgr. Maurice O'Bready, Sherbrooke University. For organists and choir directors — priests, religious, and laity.

St. Louis University 15 North Grand Blvd. St. Louis 3, Mo.

Conducted by Jesuit Fathers. Regular summer sessions, June 20-July 29, and Aug. 1-Sept. 2, and 10 special programs as follows:

1. *Developmental concepts in childhood and adolescence*. This is the University's seventh annual educational conference. June 11-18. (2 cr. hrs.); 2. *Workshop in reading*. June 20-July 8. (3 cr. hrs.); 3. *Institute in human relations and group guidance*. June 21-July 29. (6 cr. hrs.); 4. *Institute on brain-damaged and emotionally maladjusted children*. June 21-

July 29. (2 cr. hrs.); 5. *Workshop in children's literature*. July 11-29. (2 cr. hrs.); 6. *Workshop in human relations and group guidance*. Aug. 1-Sept. 2. (6 cr. hrs.) Held in co-operation with Mexico City College. Costs \$300, including tuition, board, room, and transportation from Laredo, Texas, to Mexico City; 7. *Institute for the teaching of chemistry*. June 21-July 29. (6 cr. hrs.); 8. *Institute on hospital administration; Introduction to hospital accounting*. June 21-July 15. (2 cr. hrs.); 9. *Earth science institute*. June 27-July 15. (2 cr. hrs.); 10. *Institute on the child in an institution*. July 11-29. (3 cr. hrs.)

The Creighton University Omaha 2, Neb.

Conducted by Jesuit Fathers. The summer session runs for eight weeks, June 13-Aug. 3, making it possible for a student to earn 9 credits. A graduate degree may be obtained in four summer sessions.

Courses in Education: The department of education lists 26 courses to be offered in the summer school. These include general principles and administration as well as the teaching of specific subjects, such as music, English, reading, sciences, and business subjects. Other special activities include:

Workshop in education television. June 13-July 1 (3 hrs.); *Youth summer theater workshop*. June 20-July 29; *Administrator's workshop on secondary-school curriculum*. June 20-Aug. 3; *Institute on juvenile delinquency*. June 23-25; *Teaching of high school English*. July 1-2; *Geography workshop*. June 8-9; *Institute on canon law*. July 11-29; *Remedial reading for the high-school student*. July 15-16; *Institute on business education*. July 22-23; *Institute on the teaching of Latin*. 3 days to be announced.

College of St. Mary 1424 Castelar St. Omaha 9, Neb.

Conducted by Sisters of Mercy of the Union. There will be two summer sessions: June 6-21 in which students may earn 3 sem. hrs. credit, and a second session permitting 6 hours of credit. Sister M. Alice, R.S.M., president, lists the following courses for elementary teachers among the outstanding offerings each with 3 sem. hrs. credit:

Children's literature, *Child growth and development*, *The elementary school*, *School music*, *School art*, *Mental hygiene*, *Educational psychology*.

St. Michael's College Cerrillos Road Santa Fe, N. Mex.

Conducted by Brothers of the Christian Schools, Brother C. Luke, F.S.C., is dean of the college. Summer session, June 17-Aug. 18, includes:

Education: Principles, psychology, health, arithmetic, methods in high school, remedial reading, guidance, workshop in arts and crafts. 3 sem. hrs. credit for each course; *Content Courses*: Biology, business, English, mathematics, philosophy, physics, social science. The last named includes the history of the Southwest; *Intensive Spanish*. A special feature will be an intensive course in Spanish covering phonetics, grammar, composition, and conversation. Designed primarily for non-Spanish students. It will be equivalent to 9 sem. hrs. and students enrolling will not be permitted to enroll in any other courses during the summer session.

Canisius College Buffalo 8, N. Y.

Conducted by Jesuit Fathers. Dr. John A. (Continued on page 48A)



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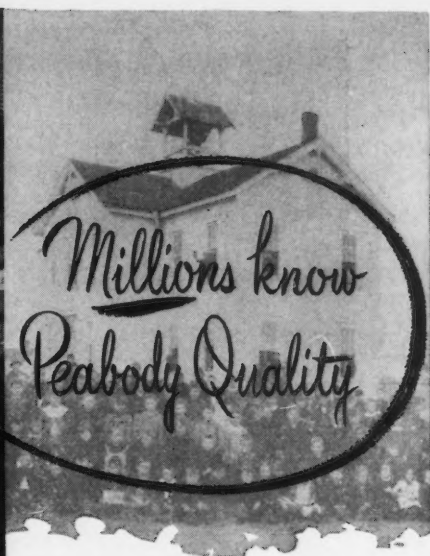
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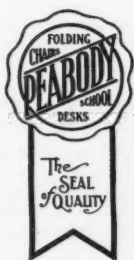
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Summer Schools

(Continued from page 46A)

Muscalus, head of the department of education, says that he expects the following courses to be of special interest to teachers to be offered in the summer session:

Development and measurement of personality; Test and measurement techniques in guidance; And, in the "intersession," Survey of educational opportunities.

Manhattanville College of the Sacred Heart Purchase, N. Y.

The 39th summer session of the *Pius X School of Liturgical Music* will be held, July 5-Aug. 12, at Manhattanville College. College credit is given. Dom Ludovic Baron, O.S.B., will conduct courses in the *Interpretation of Gregorian Chant*, and a master course for advanced students. Rev. Richard Curtin, of St. Joseph's Seminary, Dunwoodie, N. Y., and the Pontifical Institute of Sacred Music, Rome, will lecture on the *history of sacred music*. Other courses offered include: *Scripture, liturgy, chant, modal analysis, polyphonic singing, choir conducting, theory, harmony, counterpoint, strings, basses, and ensemble*. Courses in academic subjects will include foreign languages, philosophy, social studies, and literature. *Choral Workshops* are scheduled for Tuesday evenings during the summer session.

St. Bonaventure University St. Bonaventure, N. Y.

Conducted by Franciscan Fathers, Order of Friars Minor. Among the summer school offerings are:

Guidance, Philosophy of education, Bibliography and research, Measurement for counselors, Psychological testing, Supervision of secondary school, Staff and pupil personnel, Survey, Counseling, Contemporary problems, Seminar in physical education, Administration, Catholic elementary school administration (I & II), for Sisters only.

Siena College Londonville, N. Y.

Conducted by Franciscan Fathers, Order of Friars Minor. The summer session offers:

A Practicum in Remedial reading; Tests and measurements; Adolescent psychology; Comparative educational philosophy. The evening session will offer Principles and Problems of Secondary Education.

Mt. St. Joseph Teachers College 18 Agassiz Circle Buffalo 14, N. Y.

Conducted by Sisters of St. Joseph, exclusively for Sisters. Mother M. Scholastica, Ph.D., is the dean. Two outstanding courses will be:

Training of teachers for mentally retarded children; Television for teachers, by Warren Roselle, program manager of Station WGR-TV. Graduate courses will be offered in education, social studies, English, and the languages.

Sacred Heart Jr. College Belmont, N. C.

Conducted by the Sisters of Mercy of North Carolina. Sister M. Christine is the dean. In the summer session, June 27-Aug. 5, there will be two courses in education: *Children's literature; Educational psychology.*

(Continued on page 50A)

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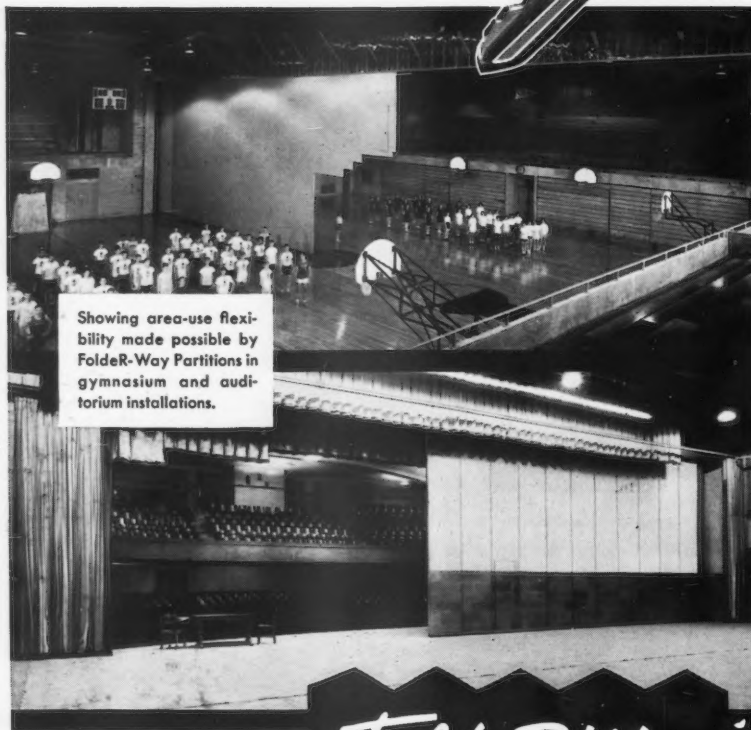
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Summer Schools

(Continued from page 48A)

Xavier University Cincinnati 7, Ohio

Conducted by Jesuit Fathers. Summer sessions, June 20-July 29 and Aug. 1-Sept. 2. Three outstanding courses (2 sem. hrs. each): *School public relations, Journalistic writing, and Modern communication aids.* The catalog includes many attractive courses in all departments of the University.

John Carroll University University Heights Cleveland 18, Ohio

Conducted by Jesuit Fathers. Summer sessions, June 20-July 22 and July 25-Aug. 29. Offerings in the department of education for the first session include:

Educational psychology, Tests and measurements, Educational research, Guidance, Supervision, Workshop in school costs, Field work in guidance.

Second session offerings: *Educational statistics, High school administration, Workshop in diagnostic and remedial reading, Developmental psychology.*

University of Dayton Dayton 9, Ohio

Conducted by Brothers of Mary. Brother Louis J. Faerber, S.M., is dean of the division of education. The following Workshops will be held during the "Pre-Summer Session," June 6-17:

Children's theatre for teachers (3 sem. hrs.); *Audio-visual aids* (3 sem. hrs.); *Community resources for social studies* (3 sem. hrs.); *Health and science in elementary school* (3 sem. hrs.); *Methods in arithmetic* (2 sem. hrs.)

The following Workshops will be held during the Regular Summer Session, June 20-July 8: *Child speech improvement* (3 sem. hrs.); *Improvement of instruction in reading* (3 sem. hrs.); *Art education* (3 sem. hrs.) Primarily for regular elementary classroom teachers.

The following courses in education are offered in the summer school, June 20-July 31: *Science for elementary teachers; Purposes and practices of the elementary school; Techniques of teaching; Classroom management; Adolescent psychology; Child psychology; Secondary school methods in Commercial subjects; Secondary education; Group leadership; Mental hygiene for teachers; Literature in elementary school; Arithmetic in elementary school; Student teaching conference; Library guidance for teachers; philosophy of education.*

Benedictine Heights College Guthrie, Okla.

This school announces for the summer sessions: Regular courses in *Arts and Science, Education, Applied Arts, Religion, and Philosophy.*

Special Workshop for Elementary School Administrators.

Mt. Mercy College Fifth Avenue Pittsburgh 13, Pa.

Conducted by Sisters of Mercy. Sister M. Thomas Aquinas is the dean. Summer session is held, June 27-Aug. 6. The dean calls special attention to the following courses:

Special education: Courses in Intelligent

(Continued on page 51A)



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Summer Schools

(Continued from page 50A)

testing, and in Arts and crafts for special classes; Art education: A laboratory course on the new outline of the Catholic Art Association for Teaching Art in the Elementary School; Theological institute: Offered by Dominican Fathers.

Marywood College Scranton, Pa.

Conducted by Sisters, Servants of the Immaculate Heart of Mary. The 35th annual summer session will be held, June 27-Aug. 5. Courses leading to the bachelor's degree in arts, music, science, economics, education, and home economics; also for master's degree in education and psychology. The following are of special interest to teachers:

1. Special class methods for mentally retarded; 2. Clinical work in reading; 3. Theology institute for Sisters; 4. Art Workshop, for elementary teachers, supervisors, etc. A 3-day refresher course, July 18-20; 5. Business education: A graduate and undergraduate program.

University of Scranton 331 Wyoming Avenue Scranton 3, Pa.

Conducted by Jesuit Fathers. Confers M.A. and M.S. degrees in education. Major concentrations: 1. Secondary Education; 2. American history and secondary education; 3. Educational psychology and guidance. The summer school will be held in the evenings, July 7-Aug. 20. Some of the courses are:

(3 sem. hrs.): Introduction to guidance; and Audio-visual aids.

(2 sem. hrs.): Educational Research; Advanced educational philosophy; measurement; Modern trends in teaching; Extra-class activities; Advanced educational psychology; Special abilities testing; Social casework; Secondary school management; Advanced general psychology.

Incarinate Word College 4301 Broadway San Antonio, Tex.

Conducted by Sisters of Charity of the Incarnate Word. The Confraternity of Christian Doctrine Summer Leadership Courses will be held, June 6-July 15. The courses are open to both men and women. Only Sisters and laywomen may live on the campus.

Our Lady of the Lake College San Antonio 7, Tex.

Conducted by Sisters of Divine Providence. Two summer sessions will be held: June 6-July 15 and July 18-Aug. 26.

Special features will be: Workshops in Human relations and in Piano. Institutes in: Business administration, Methods of Teaching reading, and Methods of teaching arithmetic.

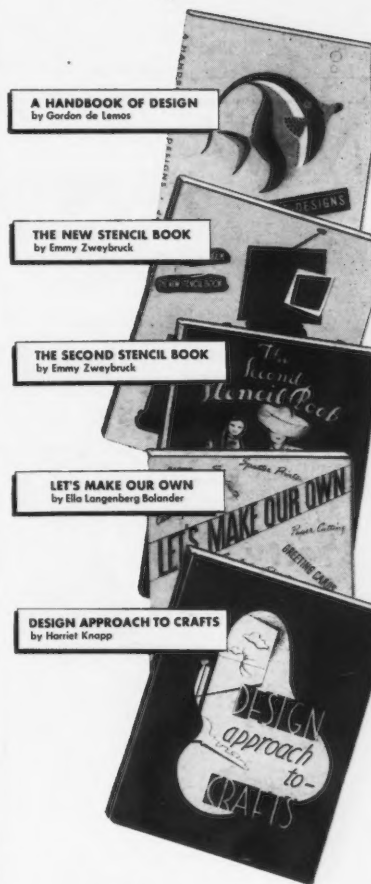
The School of Education offers courses in: Administration, Philosophy of education, Counseling, Curriculum problems, Psychology, Learning.

St. Mary-of-the-Wasatch Salt Lake City 5, Utah

Conducted by Sisters of the Holy Cross, Sister M. Bethania, C.S.C., the registrar, reports that the summer session will emphasize teacher training and teaching techniques. Courses in Methods in teaching English in secondary schools will be stressed. There will

(Concluded on page 52A)

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Summer Schools

(Concluded from page 51A)

be a course in *Special methods in teaching mathematics in the elementary grades.*

Holy Names College
N. 1114 Superior St.
Spokane 2, Wash.

Conducted by Sisters of the Holy Names of Jesus and Mary. Summer session will be held, June 20-July 28, with registration, June 17-18. Sister M. Rose Augusta, S.H.N., the dean announces two outstanding attractions: *Play production*, by Rev. A. J. Juliano. Sources of materials, choice of plays, directing

laboratory experience provided; *School Art Laboratory*, by Sister M. Corda, F.S.P.A. Classroom problems and techniques for elementary teachers. Lectures, observation, and planning.

Regular college courses available in: art, education English, health, and physical education, home economics, languages, library science, music, philosophy and theology, psychology, science, secretarial training, social science, speech and drama.

Alverno College
3401 South 39th St.
Milwaukee 15, Wis.

Conducted by School Sisters of St. Francis. Sister M. Augustine, O.S.F., president, reports the following courses in education to be

offered in the summer session:

Child growth and development, Mental hygiene, Art in the elementary school, Music in the elementary school, educational measurements and evaluation, reading, arithmetic, social studies in the elementary school, Science in the elementary school, Remedial reading, Religion in the elementary school.

Marquette University
1131 W. Wisconsin Avenue
Milwaukee 3, Wis.

Conducted by Jesuit Fathers. The regular summer session will be held, June 17-July 29. There will be a long session, June 6-July 29, for science, mathematics, and accounting courses. Courses available in educational and academic departments of the University. Dr. John P. Treacy, director of the department of education suggests that the following three courses will be of special interest to teachers:

The Catholic school curriculum, by Sister M. Nina, O.P., of Edgewood College, Madison, Wis. The program to be presented is that recommended by the Committee on American Citizenship. *Marriage guidance for teachers*, by Rev. Richard E. Arnold, S.J. This course is for Sisters only. *Adjusting reading instruction to individual needs*, by Miss Zwikstra and staff instructors. Miss Zwikstra is a specialist in reading difficulties in the public schools of Chicago.

Psychology Institute. The use of psychological techniques and devices in the selection of candidates for the religious life. Afternoon of July 20. *Institute on Teaching Modern Languages to Young Children*. Afternoon of July 19. *Current Events Institute*. Afternoons of June 21 and 28 and July 5. *Lectures in Philosophy*. First four Wednesdays of the summer session. *Institute on Juvenile Delinquency*. Afternoon of June 30. *Institute on the Failing Student*. Afternoon of July 7. *Lectures on English Literature*. Afternoons of June 27 and July 11, 18, and 25. *Rome and the Shrines of Our Lady*. Illustrated lecture. Afternoon of July 21. *Conference on Trends in Higher Education*. Afternoon of July 23. *Conference on the Jesuits in Education*. Afternoon of July 27. *Conference on Religious Vocations*. Religious conferences for Sisters. Topics and dates in the final summer school bulletin. *Philosophical Workshop in the Teaching of Philosophy*. Four days, June 13-16. *Workshop in the Folk Dance*. Two Saturday afternoons to be announced. Given by national groups. Attendance limited to Sisters and laywomen.

Dominican College
1209 Park Avenue
Racine, Wis.

Conducted by Dominican Sisters. Sister M. Theodore, O.P., registrar says that the College will offer in the summer session, June 21-July 29, the following courses for elementary teachers:

Principals and Methods of Speech Correction, an *Art Workshop*, *Music education*, *Teaching of arithmetic and reading*, *Mental health* for the classroom teacher, *Plays and games*, and *Audio-visual education*.

St. Norbert College
West De Pere, Wis.

Conducted by Norbertine Fathers. Summer session, June 20-July 29. Courses are offered in the various educational and academic departments. The following six courses are suggested as of special interest to teachers:

Teaching religion in the secondary school, *Intermediate Catholic elementary curriculum*, *Remedial reading in the elementary school*, *Classification and Cataloging* (library science), *Physical education curriculum for elementary schools*, *Social encyclicals*.

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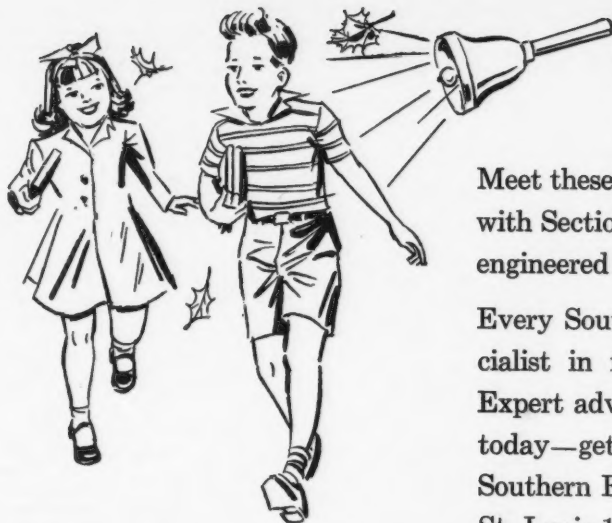
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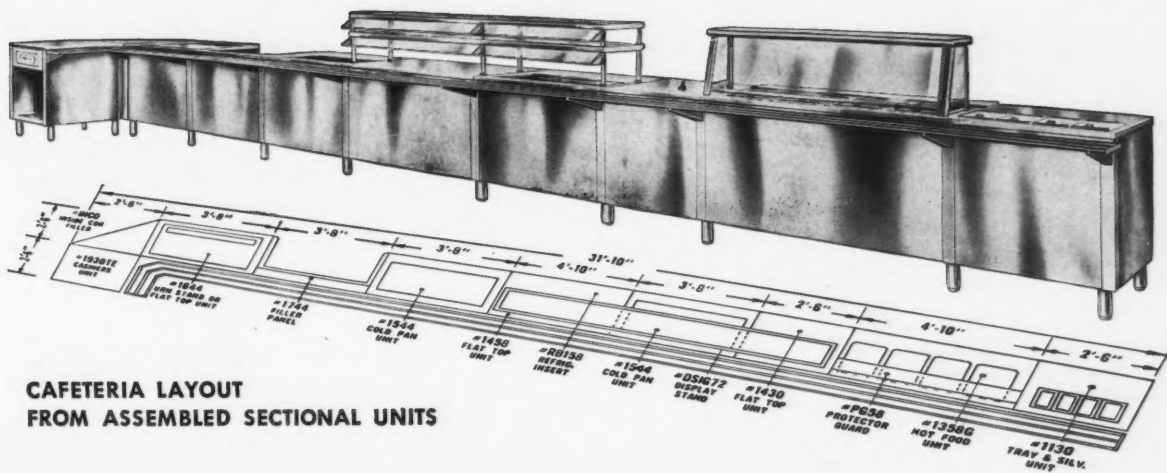
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tory," following each chapter, develop activities from some phase of the chapter so as to incorporate valuable study habits with personal interests—suggesting use of reference books on a particularly interesting phase of invention, suggesting the preparation of notes or outlines on an important American president, suggesting the value of a newspaper clipping collection of current events, and many more. Also following each chapter are "Discussion Topics" and "Things To Do" for group activity.

English the Easy Way

By Norman Schachter. Paper, 220 pp., 96 cents. South-Western Publishing Co., Inc., Cincinnati 2, Ohio.

A very clear and practical combination workbook and text, *English the Easy Way* presents the fundamentals of grammar, punctuation, spelling, and word study in short

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General Business for Everyday Living

By Ray G. Price and Vernon Musselman. Cloth, 498 pp., \$3.20. Gregg Division, McGraw-Hill Book Co., Inc., New York, N. Y.

This text employs an interesting and practical consumer-economic approach to the study of business. Through a pattern of exploration and guidance, the text leads, stimulates, and encourages the student to identify himself as an effective business worker . . . citizen . . . and consumer. Effective uses of graphs, good illustrations, color and clear typography, together with a lively style, well organized and "community centered," make this a good textbook for general business courses.

Young Folks at Home, Revised

By Florence L. Harris and Treva E. Kauffman. Cloth, 444 pp., \$3.20. D. C. Heath & Co., Boston, Mass.

The revised edition of an all-purpose basal text for boys and girls covering all areas of homemaking. This new edition includes new information on textile fibers, frozen foods, budgets, infant and child feeding. A section on the care of boys' clothes has been added, and bibliographies have been brought up to date.

General Science

By Victor C. Smith and W. E. Jones. Cloth, 504 pp., Workbook, 187 pp., no prices given. J. B. Lippincott Co., Philadelphia, Pa.

An attractive and well-planned text which contains units on: energy, earth matter, chemical matter, man and his health and welfare, earth in the solar system, electrons, force and motion, living things, and conservation. The Table of Contents also lists all demonstrations fully described in the book. A workbook printed in colors and with helpful diagrams and graphs is provided.

The Junior Sodalist

Plastic-spiral bound copies of Volumes 3, 4, 5, 6, and 7, of *The Junior Sodalist*, a monthly newspaper for elementary school members of Our Lady's Sodality, are now available, at \$3.50 each. Yearly individual subscriptions are 75 cents. Published at the Central Office of the Sodality, 3115 So. Grand Blvd., St. Louis 18, Mo.

Larousse's French-English and English-French Dictionary

Edited by Marguerite-Marie Dubois, Denis J. Keen, Barbara Shuey, and Lester G. Crocker. Paper, 50 cents. Pocket Books, Inc., New York 20, N. Y.

Contains more than 25,000 vocabulary entries plus a pronunciation guide for French and English. Also includes most frequently used colloquial expressions, technical terms, and a phonetic symbol guide.

Reading for Catholic Parents

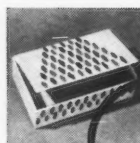
By F. J. Sheed. Paper, 32 pp., 50 cents. Sheed & Ward, New York 3, N. Y.

The practical, helpful qualities of Mr. Sheed's earlier books on Catholic reading mark this brief argument for the need of Catholic reading by the Catholic parent who wants to grow spiritually himself and who wants to fulfil his obligations as a religious educator. A brief list of books recommended is distinctly helpful. Perhaps a second edition might include some of the books on marriage and the family of American origin.

BACK AGAIN—
BETTER THAN
EVER!

New Improved

AmazArt® COLORS



for Decorating, Painting,
Marking on Cloth, Glass,
Pottery, Wood, Leather,
Metal, Paper, etc.



Now in tubes
with REMOVABLE
TIP

Sensational
Right-from-the-Tube
Paint

You loved AMAZART before and clamored for the return of this remarkable decorating medium. Now you'll get more joy and more use from New Improved AMAZART Colors than ever. Because the tip is removable it can easily be cleaned to prevent clogging.

Now in 12 rich, brilliant, easy-flowing, washable, long-lasting colors—including black and white—and available in single tubes as well as in sets of 4 assorted colors.

Send for free folder showing how to decorate with New Improved AMAZART Colors. Write Dept. CSJ-55.

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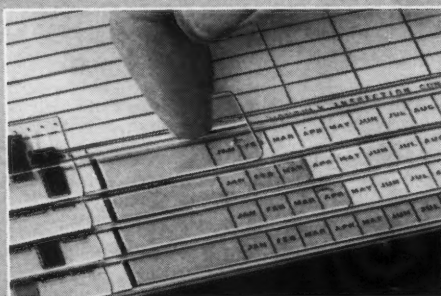
380 Madison Ave., New York 17, N. Y.



ACME VISIBLE

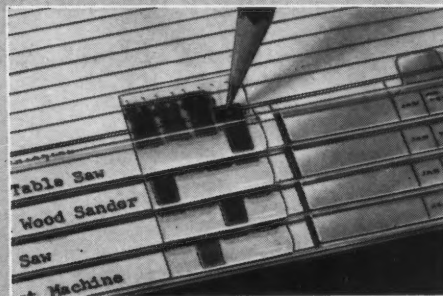
PREVENTIVE MAINTENANCE RECORD SYSTEMS

CUT "DOWN" TIME



ONCE A MONTH

PROGRESSIVE signals, always visible, show the inspection schedule on a monthly basis. Various colors designate type of work to be done. When work is completed and entered on record card, signal is advanced to month in which the next inspection is due.



ONCE A WEEK

LOCK-IN CHAIN signals, with 4 windows, each a different color, reveal the week within the month when inspection is to be made. With both month and week signalled, you avoid missing semi-monthly inspections or those requiring more frequent attention.



More and more, increased production depends on effective maintenance. The secret of successful Preventive Maintenance is accurate scheduling and rigid adherence to the schedule.

Acme Visible record equipment, with Acme hinged pockets and the two cards on one hanger feature, is ideal for follow-up control. Each machine and motor is listed on an individual card placed in the back of pocket—in facing pocket a "History of Repairs" record is placed, with signals *always visible*, to indicate the next inspection or lubrication date—"Spare Part in Stock" record card is hung on the same hanger as pocket carrying "History of Repairs" card.

ACME VISIBLE RECORDS, INC.
CROZET, VIRGINIA

DISTRICT OFFICES AND REPRESENTATIVES IN PRINCIPAL CITIES.

ACME VISIBLE RECORDS, INC. CROZET, VIRGINIA

- ☐ Send us more information and literature on Preventive Maintenance.
- ☐ We are interested in Acme Visible for.....records.
KIND OF RECORD
- ☐ Have representative call. Date.....Time.....
- Company..... Attention.....
- Address.....
- City..... Zone..... State.....

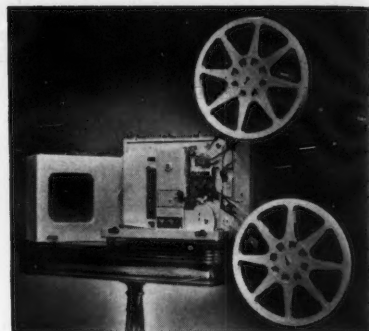
NEW SUPPLIES AND EQUIPMENT

PAGEANT PROJECTOR

The Pageant Model 7K2, manufactured by the Eastman Kodak Company, Rochester, N. Y., offers 16mm. sound-silent convenience, simple maintenance, and dependable performance. The Model 7K2 operates on a.c. or d.c. currents, 105-125 volts, with no converter required for d.c. use; it offers advantages of: simple, straightforward threading; sound and silent speeds; advanced film protection by means of Tenite rollers on sprocket clamps,

plus no stationary parts in contact with picture or sound-track areas; standard lamp and standard lens, with field flattener for greatest over-all picture definition; an exclusive built-in fidelity control which assures finest tone; rewind mechanism is motor driven without transferring belts or reels, and "knee-action" lever guards against threading projector in rewind position.

The Pageant 7K2 is prelubricated for life by means of nylon gears, oil-impregnated bearings in the motor and throughout the



Pageant 7K2

machine, sealed ball bearings and oil-retaining pads. Its sound system has a rotating-type drum and massive flywheel, mounted on precision ball bearings. Microphone and phonograph receptacles are provided. The 8-inch speaker is built into a lift-off side cover, with power and speaker cords.

(For Further Details Circle Index Code 086)

NEW DA-LITE SCREENS

Three new projection screens have been announced by the Da-Lite Screen Company, Chicago, featuring new glass-beaded fabrics for more brilliant and improved color projection, new operating ease, decorator colors and long-lasting chrome and metal plating.

The new screens are Da-Lite's Challenger, Versatol, and Comet, all redesigned and improved for 1955. The first two have the popular "push-button" opening, an exclusive Da-Lite feature to help the user set up his screen in seconds. The Comet, Da-Lite's budget-priced tripod model has a new, streamlined gooseneck for added ease in setting up and sturdy upright tubing with a free-riding leg assembly. Comet also has the new White Magic glass-beaded fabric for improved color projection.

(For Further Details Circle Index Code 087)



"Classic" Model

AMPRO TAPE RECORDER

The "Classic" two-speed tape recorder, manufactured by Ampro Corporation, Chicago, has many fine features which should interest the institutional user. The two speeds, for recording and playback, are 7½ i.p.s. for ultra-fidelity sound reproduction and 3¾ i.p.s. for long-play and tape economy. The set has a large 6-inch by 9-inch Alnico 5 Permanent

(Continued on page 58A)



The NEXT Time You Order TEXTBOOK COVERS . . .

LOOK FOR . . .

EASY TITLE IDENTIFICATION . . .
TITLE-VIEW (TM) Textbook Covers, equipped with exclusive Transparent Spine. Custom Printed to Order.

PROTECTION PLUS . . . PLASTI-THENE (TM) Protection . . . not just a cellophane lamination but a heavy plastic coating; acid-resistant . . . waterproof . . . will not peel!

VARIETY . . . BRO-DART supplies several types of covers; each the best in its price range.

PLASTI-THENE "PENNANT" COVERS
with "Title-View" Spine
(no custom printing)

PLASTI-THENE "REGULAR" COVERS
without transparent spine
(custom printed to order)

LIBRARY EFFICIENCY CORPORATION
a division of

Bro-Dart INDUSTRIES

72 E. ALPINE ST., NEWARK 5, N. J.
1888 SO. SEPULVEDA BLVD., LOS ANGELES 25, CALIFORNIA

WRITE for samples, prices and information
specifying which type cover you are interested in.





ALL-AMERICAN HEAVY DUTY UNIFORM HANGER

**Faster, More Thorough and
More Hygienic Drying . . .
More Efficient Handling
of All Your Athletic Gear**

Accommodates a complete football or basketball uniform, solves the problem of drying and storing sweat soaked athletic gear. Extra heavy steel rod, electrically welded into single unit. Molten tinned finish protects permanently against rust or corrosion. Individually numbered.

Each, complete with
Number Plate, f.o.b. **\$1.60**
our Texas Mill.....

★ Write for literature on American Approved Gymnasium
Baskets, Steel Basket Racks and Dressing Room Equipment

AMERICAN

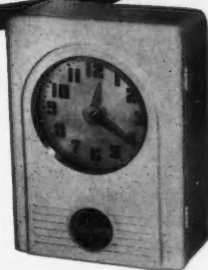
PLAYGROUND DEVICE CO., ANDERSON, IND.

WORLD'S LARGEST MANUFACTURERS OF FINE PARK, PICNIC,
PLAYGROUND, SWIMMING POOL AND DRESSING ROOM EQUIPMENT

Automatic CLASSROOM SIGNALS at LOW COST

Montgomery PROGRAM TIMERS

- Stop button pushing!
- Assure punctuality!
- Cost little!



EASY TO INSTALL — EASY TO OPERATE

Montgomery Program Timers cost as little as \$89.50 and may be installed by your school electrician. Easily set to any schedule, fully automatic, but permit manual operation for special signals.

MONTGOMERY MFG. CO., OWENSVILLE, IND.

MONTGOMERY MFG. CO. Owensville 3, Ind.
Please send data on Montgomery Program Clocks.

Name.....
School.....
Address.....
City..... State.....

See
Your
Dealer
or
Mail
Coupon
Today!

"Who'd think a folding chair could be so comfortable!"



There's a notable absence of squirming when people sit on American Seating Folding Chairs. Extra wide body-fitting seats and restful back panels mean extra comfort. Durability, safety, and convenience are other reasons why these chairs are preferred in schools and churches. Ample braced steel-tube construction — complete freedom from tipping and pinching hazards—quiet-folding and quiet in use—no wonder so many groups choose these chairs. Unconditionally guaranteed in normal use, by the World's Leader in Public Seating.

OVER 11 MILLION NOW IN SERVICE!

American Seating Folding Chairs

outnumber all others in school and church use!

FOUR POPULAR SEAT STYLES

New No. 60 has wide, deep spring seat, upholstered in washable Dupont Fabrilite.

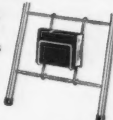
No. 54 has formed birch seat.

No. 53 has shaped steel seat.

No. 56 has imitation-leather seat.



Book Rack
holds hymnal and pamphlets up to 1 1/4" thick. Snaps over rear cross braces.



Kneeler snaps on lower rear cross brace. Plywood kneeling area, with or without foam-rubber upholstery.



These accessories fit only American Seating Chairs

Handy Storage Trucks are available in four styles for general or under-stage use. Swivel casters, removable handles. **Clamps for grouping** in sections of two, three, or four chairs, one inch apart. **Steel threshold** locks chairs into position at ends of rows, 30" back to back, for three or more rows.

MAIL THIS COUPON TODAY!

American Seating Company

Dept. 10-F, Grand Rapids 2, Michigan • World's Leader in Public Seating

☐ Please send your latest brochure on American Seating Folding Chairs

☐ I am interested in..... (quantity)

☐ No. 60 Deep Spring Upholstered

☐ No. 54 Birch seats

☐ No. 53 Steel seats

☐ No. 56 Imitation-leather upholstered

Name of school or church.....

Street.....

City and Zone.....

State.....

Individual and Title.....

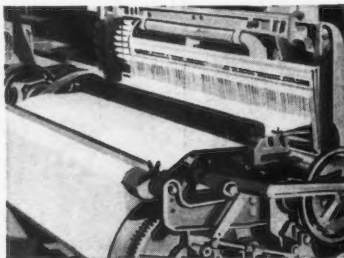


AMERICA'S RAILROADS MAKE THE CONNECTIONS!

Did you know that your wardrobe represents a modern industrial miracle? It's true... for today's clothing industry is one of the most efficient combinations of raw materials, creative styling, and swift production in history... all linked by dependable railroad transportation!



Your new summer outfit began in many places. From cotton fields, flax farms, sheep ranches and huge synthetic-fiber plants, railroads moved the raw materials to the yarn-spinning mills.



Modern power looms weave at incredible speeds, turning out literally thousands of varieties of fabrics. Here textiles are given the wide range of designs, textures and finishes in demand today.



Since clothing makers must keep styles fresh, swift rail delivery of fabrics is imperative. This cutting room is part of an elaborate assembly line. Even a pocket can entail 30 separate operations!



Expertly tailored and up-to-the-minute in style, the finished clothing appears at your favorite store. In no other country does the money spent for clothing buy so much in style and value.

Linking all these phases of the industry is the world's most efficient mass-transportation system. The heart of that system is the railroads, serving you at a lower average cost than any other form of general transportation... and doing it over lines built and maintained at no expense to any taxpayer.

Association of American Railroads

WASHINGTON 6, D. C.

Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 18.



New Supplies

(Continued from page 56A)

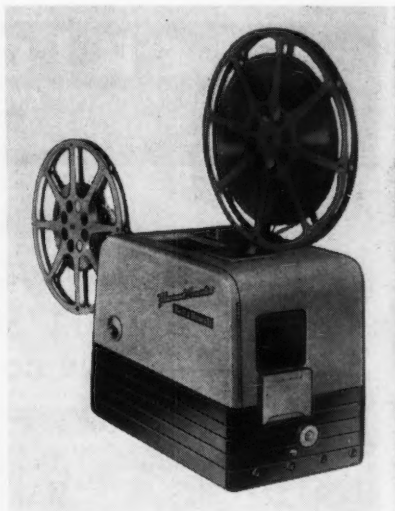
Magnet speaker, a speaker grill fabricated from steel covering the complete front, an Automatic Selection Locator which operates at all speeds in both forward and rewind, and Electro-Magnetic Piano Key Control Board which provides simple, positive control of all operations.

Additional features include an optional built-in AM radio, remote control facilities for operating at any distance, an interlocked switching system which allows no possibility of jamming mechanism or breaking tape by depressing two or more keys, and side input receptacles for microphone, radio-phonograph, or television, plus others. The Classic is portable, weighing about 40 pounds.

(For Further Details Circle Index Code 088)

HEAVY-DUTY MACHINES

The newest line of sound projectors, called the Filmosound Specialists, manufactured by Bell & Howell Company, Chicago, are designed for heavy duty use where projectors must withstand many hours of continued operation. The film handling parts of the projectors have sapphire surfaces to quadruple their life span. The company's field tests show that after running 1,584,000 feet of film there are no signs of wear. The full life



The Specialist

expectancy of these parts is estimated to be 4.5 million film feet.

Included in the Specialist line are optical (conventional) 16mm. sound projectors in both a single case model with built-in 6-inch speaker, and models with 12-inch and power speakers. A 16mm. magnetic recording projector comes in a single case and with a 12-inch and power speakers. Cases for the Specialists are finished in two tones of blue.

The new projectors carry the usual Bell & Howell lifetime guarantee.

(For Further Details Circle Index Code 089)

FILMSTRIP FILING

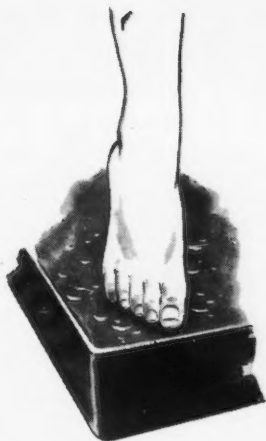
A new 360-filmstrip capacity library plan cabinet has been announced by the Jack C. Coffey Co., Wilmette, Ill. This improved model cabinet lockstacks with, and matches, the earlier model known as the No. 360.

In addition to the new, easy in-out ex-

(Continued on page 59A)

ATHLETE'S FOOT?

Don't Take Chances!
ALTA-CO
KILLS FUNGI IN LESS THAN A MINUTE!



Every swimming pool, shower and locker room is a potential carrier of this painful disease. **Stop it before it starts** with low-cost ALTA-CO POWDER in your foot baths. Independent laboratory tests prove ALTA-CO kills **all** forms of fungi commonly found in Athlete's Foot in less than 60 seconds. Harmless to skin, towels, clothing.

ALTA-CO FOOT POWDER gives soothing, quick relief, guards against reinfection.

H. D. FUNGICIDE, economically diluted, gives Athlete's Foot protection to your shower and locker room floors.

Write for literature; see your Dolge Service Man

EXCLUSIVE ALTA-CO TESTER
Eliminates guesswork; helps keep your foot tub at full strength always.

dependable
DOLGE

WESTPORT, CONNECTICUT

New Supplies

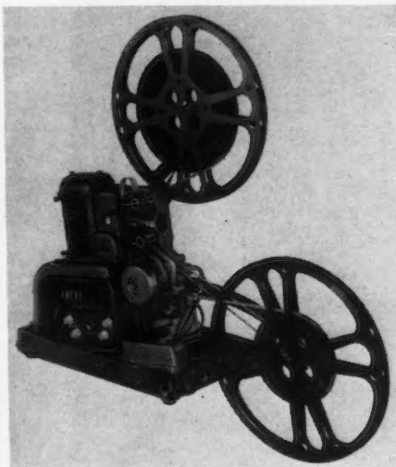
(Continued from page 58A)

tension arms on all drawers, the space is now deep enough to convert one half, one, or all drawers to 2 by 2 slide filing. With each library plan cabinet, material and supplies are provided for organizing and utilizing film-strip libraries of any size. There is no increase in price for the new model over its predecessor. As a filmstrip library grows additional cabinets are lockstacked one on another. A steel floor base is available to support the library and make all drawers accessible at the most convenient location.

(For Further Details Circle Index Code 090)

FUNCTIONAL PROJECTOR

A lightweight, functional 16mm. sound projector that combines quality performance, compactness and economy, is the Ampro Stylist "Deluxe" projector. Designed for small or large audiences, it operates at both sound and silent speeds, and is portable, easy to set up, and simply operated. The complete unit—projector, amplifier, case, and speaker—weighs 29 pounds.



Stylist Deluxe

Of many features, the Stylist "Deluxe" offers easy threading set up in seconds, a fast automatic rewind with no transferring of reels or belts, maximum film protection, new slide-out and removable parts to facilitate threading and cleaning, the use of standard prefocused lamps rather than special high-priced lamps, and others. The lift-off case cover contains an 8-inch Alnico 5 permanent magnet speaker, take-up reel and speaker cable. The projector is finished in wrinkle baked enamel with lacquer overcoating.

(For Further Details Circle Index Code 091)

NEW TAPE REEL

A new 10½-inch magnetic tape reel of tough, glass-reinforced plastic that eliminates many of the problems encountered with conventional aluminum reels has been introduced by Minnesota Mining and Manufacturing Company, St. Paul, Minn. The new reel—first of its design to be commercially available—features a ¾-inch center hole, one-piece construction, and superior tape handling characteristics, according to the manufacturer. Other important features include: V-slot

(Continued on page 60A)

KINDERGARTEN GRADUATION

CAPS & GOWNS



Plan Now for a Regular

KINDERGARTEN GRADUATION

- ✓ REGULAR ACADEMIC STYLE
- ✓ BLACK, WHITE, AND ALL COLORS
- ✓ REASONABLY PRICED FOR SALE
- ✓ SAMPLES AND PRICES ON REQUEST

WRITE TODAY!

For FREE Catalog and Complete Information and Prices on Our Large Group of School Play Costumes.

GRAUBARD'S

266 MULBERRY STREET
NEWARK 2, NEW JERSEY

New Supplies

(Continued from page 59A)

threading, as well as conventional threading; smooth labeling surfaces that can be written upon with grease pencil, pen, or ordinary pencil; raised beads around the hub and rim of the reel to prevent scratching of the surface of the reel; and, an attractive pearl gray color finish.

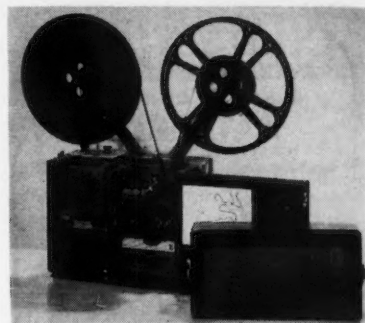
The new $\frac{5}{16}$ -inch center hole provides better centering, improved balance, and greater strength. The rounded edges of the plastic reel flanges also are said to eliminate nicked tape edges, and closer spacing of the flanges insures a near-perfect tape wind and reduces the possibility of tape jamming. A 20 per cent reduction in weight as compared to

conventional aluminum reels results in lower inertia at high rewind speeds.

(For Further Details Circle Index Code 092)

VICTOR SOUND MODELS

Three models in the sound projector line of Victor Animatograph Corp., Davenport, Iowa, boast features to accommodate every audience size. The Classmate 4 is for small audiences, the Assembly 10 for medium-sized audiences, and the Sovereign 25 for large audiences. All three models have: lubrimate oil system, a one-spot filling oil reservoir system for controlled lubrication and a motor independently lubricated for life; compensating film shoes—spring loaded stainless steel film shoes that automatically adjust to varying film thickness and splices; sapphire-tipped pawls for added pawl durability; the Hi-Lite optical system which produces 56

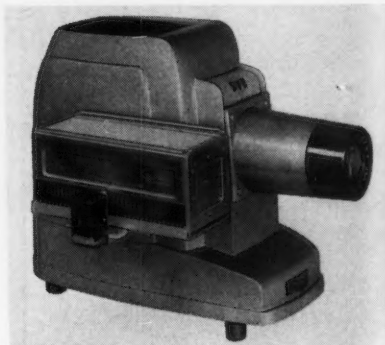


Victor Line

per cent more light on the screen with the Mark II shutter; an air-conditioned lamp house, providing longer lamp life through 20 per cent decrease in temperature; and an air-conditioned film gate which cools film by 17 per cent, protecting film for longer life. The Sovereign 25 is equipped with a Flat-Field lens for outstanding sharp-to-the-corner pictures, and the lens is optional with the other models.

Other features include Safety Film Trips located at the three film loops (which stop the projector instantly in case of a film emergency), grouped controls on softly lighted panel at the base of the lamp house for finger-tip control, lightweight portability, and stationary sound drum. All three models have a high gain microphone and phonograph input for public address.

(For Further Details Circle Index Code 093)



Skyline Automatic

SVE PROJECTOR

The Society for Visual Education, Inc., Chicago, announces a new 2 by 2 slide projector, the Skyline Automatic. The new Skyline has an indexed, 36-slide magazine attached, enabling projection without touching of slides. Each one moves from magazine to projector and back to its indexed position by an easy lever push.

The Skyline Automatic features also: 5-inch color corrected anastigmat lens; 300-watt lamp; quiet blower cooling; all metal construction and die cast housing in smooth tan hammerloid finish; positive finger-tip elevation adjustment; condensers and reflector that lift out for easy maintenance, and others.

(For Further Details Circle Index Code 094)

NEW SOUND PROJECTORS

A new series of 15-watt Kodascope Pageant Sound Projectors designed particularly for audio-visual use has been announced by Eastman Kodak, Rochester, N. Y. Known as the

(Continued on page 62A)

DRINK YOUR MILK

*this safe
sanitary
way!*

Drink directly
from new
**SCHOOL
TYPE
CARTON**
Used only once
only for dairy products
only by you!

1 Grip with thumbs and first fingers as pictured

2 Spread wings, brush-top top easily fold all way back

3 Release thumb; move spat forward

Pure-Pak
The Original and Best

write Pure-Pak Div., EX-CELL-O CORP., Dept. R5, Detroit 32, Mich.
for extra Copies of this

FREE POSTER

(16" x 22" Full Color reproduction of above)

with helpful balanced lunch suggestions on reverse side!

Check these "SAFE-TEE" features

Tubular Welded
Rubber Frame
Foot Caps
Won't Slide
All-Steel
Form-Fitting
Baked
Enamel Finish



Rounded
Seat Corners
Can't Upset
Can't
Collapse
Noiseless
Posture Back
Sturdy
Braces

Ionina "SAFE-TEE" FOLDING CHAIRS



This Ionina Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available!

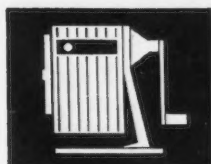
Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONINA MFG. CO. • IONINA, MICH.



Now, it's all right if you...



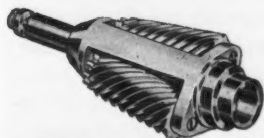
send a boy
to do a man's job!

Student monitors can change worn, dull cutters on all Apsco Pencil Sharpeners in one convenient, clean operation. It's the latest in pencil sharpener maintenance development—the new "COMPLETE" CUTTER HEAD ASSEMBLY.

Revitalize your Apsco Pencil Sharpeners regularly.

Order an adequate supply from your stationer today.

Specify, too, Apsco Pencil Sharpeners, Staplers, and Punches—your guarantee of quality.



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Factories: Rockford, Ill. • Toronto, Canada

AMERICA'S *Finest*
SCHOOL TRANSPORTATION

BLUE BIRD

All American

... With the motor up front
where it belongs and performs best!



**Larger Capacities * Greater Safety*

The New, BLUE BIRD All American with 3 models and passenger capacities ranging from 48 to 76 will fill your needs today... and help you meet your problems of ever increasing enrollment. It will cut your carrying cost per pupil... reduce the number of drivers and maintenance personnel. One

All American will provide safer, less costly transportation for more children!

The most versatile
school bus ever built

3 Wheelbases...
to fit every school need

Blue Bird BODY
CO.
FORT VALLEY, GEORGIA

WRITE TODAY FOR COMPLETE INFORMATION!

BLUE BIRD BODY COMPANY
FORT VALLEY, GEORGIA

Please send me your new 8-page ALL AMERICAN Brochure

Name

Address

City State

School.....Title



Amazing NEW

Alphacolor Brilliant

Semi-solid Cakes of Highly Concentrated Pigment in 24 Brilliant Colors.

Sparkling tempera-water colors in a new, easy-to-use form. Instantly responsive to water... quick-lifting... produce strong, opaque tempera, easily and smoothly applied with a brush. If transparency is desired more water is used. No advance preparation... no mess... no spoilage.

FOR USE ON: Paper, Wood, Acetate, Plywood, Metal, Glass, Rubber, Cork, Plastic, Leather, etc.

ALPHACOLOR BRILLIANTS have endless uses in school art work at all levels, craft work, posters, designs, models, professional artwork. In "Lifetime" set of 24 replaceable colors in plastic tray with brush, Deluxe sets of 12 colors, Studio set of 8 colors, and "Biggie" set of 4 colors—giant cakes in plastic containers.

FREE TRIAL OFFER! One regular size Brilliant sent free for you to try. Give your name and address and name of school. Ask for sample and instruction folder **AC-30**.

WEBER COSTELLO COMPANY
CHICAGO HEIGHTS, ILLINOIS
Manufacturers of: Chalkboard • Chalk • Erasers • Art Material • Maps • Globes

New Supplies

(Continued from page 60A)

Model AV-152 series, they will be available in both single-case and two-case units and with both standard and "Plus-40" shutters. All new 16mm. Pageant models feature a 15-watt output based on usable sound available throughout the frequency range. Power is ample, especially for difficult locations such as large auditoriums or acoustic-faculty rooms.

The new models are faster to set up, place in operation, and to take down, the result of new mechanical additions simplifying and ensuring safety in operations. Among improvements are: hinged reel arms which swing easily into position; a new loop former for easier threading; an improved positive-action elevating mechanism; a redesigned film gate to insure accurately adjusted, even film pressure and to facilitate maintenance, and more. Like all Pageant models, the new AV-152 series models are permanently prelubricated.

(For Further Details Circle Index Code 095)

STUDENT MICROSCOPE

Hard-pressed school budgets will welcome the new low-cost No. 73 Microscope, designed for student use by the American Optical Company, Instrument Division, Buffalo, N. Y. The single combination coarse and fine adjustment control simplifies operation, and will hold appeal for specimen study.

A dual cone nosepiece, a gear-train coarse-fine adjustment which prevents racking objectives into slides, and a rotating 5-aperture disc diaphragm which "clicks" into each numerically identified position are convenience

(Continued on page 64A)



Aux Fine Herbs

Now Sexton blends for you the secret *potpourri* that Paris chefs have long guarded... an exquisite bouquet of herbs that transforms soups and stews... that makes roasts and steaks truly *Lucullan*. Aux Fine Herbs is so subtle it defies description.

It's one of many Sexton spices, gathered from sunny hillsides of far-away lands and herb gardens here at home. Aromatic ingredients milled, blended and instantly sealed in Sexton's spice plants to lend piquancy to almost any favorite dish.

Sexton
Quality Foods

John Sexton & Co., Sexton Square, Chicago, Ill.

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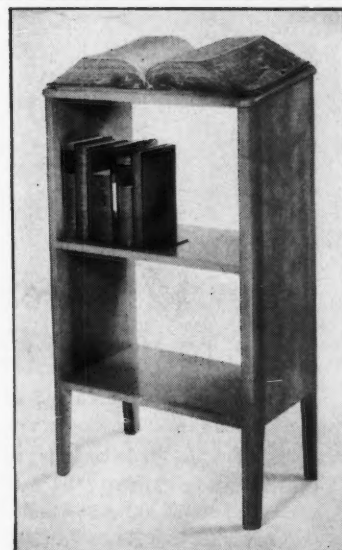
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Here is what you have been asking for — a two-piece suit with a one-piece look! Enjoy all the excellent features of a blouse and shorts combination at no sacrifice in the smoothness of design and neatness of appearance in a one-piece suit.

Two inverted pleats, falling from yoke in back for ease in action — inverted pleats in short sleeves for free-swinging play and exercise. Matching metal grippers on blouse front closing. Shorts have boxer tops and matching metal grippers on side opening, making "quick changes" easy.

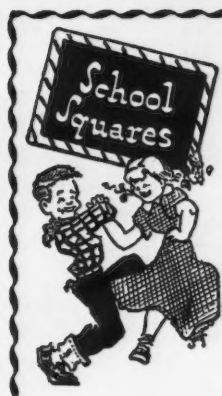
This is "it" in girl's gymwear!

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Write for free color circular or send for sample suits today!

300 N. MARQUETTE • FOND DU LAC, WIS.

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Sports Company SINCE 1898



The SQUARE DANCE

Records for Schools
by Ervin Nephew
Consultant in Education

• • • You don't need to know how to square dance yourself to teach with these records, called "School Squares." They were made expressly for teachers who don't know how and for beginning groups of children.

• • • All you have to do is turn on the record player and help your children follow the step-by-step directions on the records — not from a sheet or book.

• • • No written instructions to try to decipher. The instructions for every detail, the clear calls, and orchestra music are all on the records — the final result of an elementary educators long period of experimentation and working with children.

• • • These records have been prepared for teachers by a person who works right in the classroom. Even the moral implications have been closely observed. In the swing, for example, they are taught to use an elbow swing to avoid close personal contact.

• • • Their use in classrooms throughout the country for 2½ years now proves beyond any doubt that any teacher can use them successfully. Imagine the fun you and your children can have so easily.

There are 2 albums of 7 records each, 12 inch, 78 rpm. They are planned as a complete set for a full year's work — 10 complete square dances such as TAKE A LITTLE PEEK and OLD MAN FROM ARKANSAS.

Seldom has any new set of records received so many previews by leading educational magazines, such as the example listed below: (Dates and pages are given if you wish to read the entire review):

Teaching Tools, Number 1, Vol. II, p. 40

• • • This extensive collection of square dance records is unique in that complete instructions are given prior to each of the different square dances and the records are timed for actual use. . . . Technically, the records are excellent! . . .

Catholic Education Journal, Sept. 1953, p. 70A

• • • These records were planned by a teacher who knows from experience the difficulties children encounter in following dance records. . . .

Instructor Magazine, Jan., 1954, p. 45

• • • Here is a collection of records in which the instructions are really complete! Each direction is so clear that you won't need to waste precious time previewing the records. . . .

Kansas Music Review, Sept., 1954, p. 28

(Editor's note following the review):

This set of records is worth looking into if you want to learn about square dancing and introduce the activity in your school.

• • • We know you will like them, too! Why not get your order started now while you have this address handy? Full price is only \$12.50 per album (2 albums in the set, 14 large records in all, 78 rpm, can use on any record player). You can save 10% by enclosing payment with the order (\$22.50). We pay all shipping charges and guarantee safe delivery.

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**Summer Session
June 28—August 5**

**Courses leading to
A.B., B.M., B.S., M.A.**

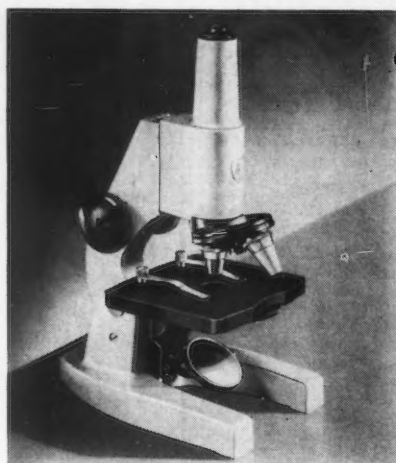
Apart from the regular graduate and undergraduate courses in education and psychology, the following are of special interest to teachers:

- Special Class Methods and Practice for teaching the mentally retarded
- Clinical Work in Reading
- Theology Institute for Sisters (4 summer course leading to certificate or master's degree)
- One-Week Art Workshop for teachers, supervisors

address REGISTRAR for bulletin

New Supplies

(Continued from page 62A)



No. 73 Microscope

features normally associated with only the more expensive microscopes. Because the position of the control knobs and stage are lower than that of other microscopes of this type, the user is able to work in greater comfort. The instrument is finished in an attractive metalloid which is resistant to the usual laboratory reagents, and is available with a mirror or an attached illuminator.

(For Further Details Circle Index Code 096)

TEACHING AIDS

ENRICHMENT RECORDS

Enrichment Records, based on the Landmark Books published by Random House, Inc., are dramatic presentations of the important events that built our country, with authentic voices of the men and women who took part in them, sound effects and music of the period. The production of Enrichment Records by Enrichment Materials, Inc., New York, a project only three years old, has been awarded the "George Washington Honor Medal" by Freedoms Foundation during this year's presentations, "for outstanding achievement in helping to bring about a better understanding of the American Way of Life." There are now 16 titles in the Enrichment Records series with 4 new recordings being planned for late summer release.

(For Further Details Circle Index Code 097)

READING SKILL GAME

Designed to help children learn the Basic Sight Words, a new reading-skill game called "Catch-On" has been developed by the W. H. Brady Co., Milwaukee, Wis. The game consists of a fish pond in box form, a fish pole, line and hook (magnet), and 40 to 44 fish, each cut from sturdy index-board with a metal clip in the nose, with a Basic Sight Word printed on it in bold type. A chart with matching Basic Sight Words is included. There are at least eight variations of games to be played, employing the fishpond method, and advanced pupils and backward pupils alike are able to participate at once.

(For Further Details Circle Index Code 098)

(Continued on page 66A)

This Summer

STUDY IN COMFORT

**Graduate and
Undergraduate Courses
for Men and Women
Special Facilities for
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June 27 -- August 6

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- Sciences
- Education
- Humanities
- Philosophy
- Music Education Workshop

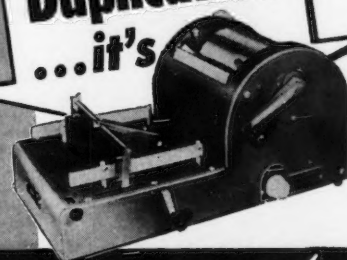
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Incorporated.**

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...it's**



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(secondary school teachers)

June 20—July 1

Methodology of Language Teaching

June 20—August 12

Linguistic Institute

(with cooperation of the Linguistic Society of America)

June 20—August 20

REGULAR COURSES OF INTEREST TO TEACHERS

Graduate courses in Chemistry, Economics, English, Government, History and Physics (June 20 — July 29); Languages and Linguistics (June 20 — August 12).

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Complete with detachable Tilt-Rite

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Alphabet. #20 - 26 pieces of 3-inch letters. Die-cut felt. Red, blue, green or gold. \$0.50
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Barnyard Animals. #92 - Six die-cut figures of horse, dog, cat, pig, rabbit, cow. Assorted colors. Complete with lower case manuscript names. \$1.25

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Flocked Paper with Sensitized Backing. #68 - Five 8-1/2" x 10" flocked paper sheets, each with pressure-sensitive adhesive. \$0.75

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#100 Primary Unit with Standard Flannel Board - Nursery School to Grade 4. No. 5 Instructo Flannel Board with Oak Moulding, (18" x 28") with Tilt-Rite Stand, \$3.25; No. 10 Primary Cut-Out Kit, \$1.90; No. 30 Alphabet Assortment, \$1.65; No. 40 Processed Manuscript L.C. Letters, \$0.95; No. 50 Number Assortment, \$0.60; No. 19, Felt Tree Die Cut, \$0.50; Total, \$8.75; Special Unit Price \$7.95

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